

# Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St James' C of E Infant and Nursery School
Number of pupils in school	126
Proportion (%) of pupil premium eligible pupils	7.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2021 <b>2021-2022</b> <b>(current year)</b>
Date this statement was published	October 2020-2021
Date on which it will be reviewed	September 2021
Statement authorised by	Michael Craig
Pupil premium lead	Stephanie Sapsed
Governor / Trustee lead	Pat Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 11,760
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£13,760</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

At St James' C of E Nursery and Infant school our main goals are to ensure that Pupil Premium children's achievements are in line with their non-pupil premium peers.

This year our main priorities focus on the following areas:

A. Improve oral language skills and increase children's progress in reading and writing for pupils eligible for PP.

B. Develop children's use of language and vocabulary in the EYFS, which has been impacted by the recent National Lockdowns.

B. Improve personal, social and emotional skills for pupils eligible for PP.

C. Improve academic attainment for PP children impacted by 2020 and 2021 lockdowns

D. Increase accessibility of out of school experiences for pupils eligible for PP.

E. To further engage with parents and carers of pupil premium children.

Our Pupil Premium plan works to achieving these objectives in the following ways:

- Whole school focus on reading and the use of vocabulary within lessons. This includes professional development training for all staff within the school on the subject of reading; moderation throughout the year to ensure judgements are correct and whole school initiatives on reading such as Read, Write, Inc training and creating a school vocabulary spine.

- Focused EYFS interventions on Early language to narrow the gap between PP children and their peers in this area.

- Phonics precision interventions in place for children who are not at age-related expectations in this area.

- Social and emotional interventions determined by assessments such as the Boxall profile and teacher knowledge

- Whole school development for subject leaders across the school

- Pupil Progress Meetings used to identify Pupil Premium children and implement further in class support, where needed.

- Additional academic interventions in place to support PP children.
- Use of the school's catch-up funding to further support any children who were adversely affected by previous lockdowns.
- Funding in place for trips, enrichment and music tuition throughout the school.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Previous low attainments against starting points
2	Children have entered the EYFS Nursery and Reception) with lower than expected communication and language skills, <b>heightened further by the recent COVID 19 national lockdowns.</b>
3	Reading – Comprehension, usually due to lack of language development and vocabulary. This is also impacted on by their lack of reading/listening to high-quality children's literature. This will slow reading progress in subsequent years.
4	Writing – Sentence and spelling structure is not at the level we would expect from our pupils especially in KS1.
5	Ensuring more able disadvantaged children reach their full potential in all areas.
6	Attendance – levels of absence against a small number of PP children, <b>heightened further by the recent COVID 19 national lockdowns.</b>
7	Self Esteem and emotional difficulties, <b>heightened further by the recent COVID 19 national lockdowns.</b>
8	<b>Children have missed many weeks of school due to the COVID 19 pandemic which has impacted on their wellbeing, as well as academic progress.</b>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To ensure that all pupils, but particularly those from disadvantaged homes—leave the Early Years with a high quality and well-rounded grounding in early literacy, language and communication</p>	<p>Children to leave the EYFS with ELG for communication and language skills.</p> <p>Recommendations from the EEF document ‘Preparing for Literacy’ will be built into everyday practice in our Early Years.</p>
<p>Children will have greater comprehension/understanding of the books that they are reading in class and independently</p> <p>Children will have access to a high quality literature which will aid their development of language and comprehension.</p>	<p>Children will have 95% comprehension of the books they are reading (as recommended by Chris Quigley and taken from Daniel Willingham ‘Can reading comprehension be taught?’ September 2014</p> <p>The school will have a high quality reading spine that provides our pupils with PP with high quality, progressive texts.</p> <p>The school will have a detailed vocabulary spine in place which ensures that children have ‘language for thinking’ and taught a vast range of tier 1-3 vocabulary.</p>
<p>Children will achieve the expected standard, or above, in writing at the end of KS1.</p>	<p>Children in receipt of the pupil premium will leave KS1 with expected (or above) in writing.</p>
<p>Disadvantaged children to access intensive catch up support to reduce the learning gaps created from school closures.</p> <p>Disadvantaged children identified for waves of intervention to reduce the learning gaps from school closures.</p>	<p>Accelerated progress for children in receipt of interventions and other targeted support including one to one RWI Fast Track Tutoring, Talk Boost and NELI</p> <p>The difference between disadvantaged and non-disadvantaged pupils attainment is less than 5% within the school.</p> <p>Disadvantaged pupils’ attainment is in line with national ‘other’.</p>

<p>Attendance – continue establishing good attitudes to attendance and punctuality from Nursery, so that all year groups have attendance above average.</p>	<p>Overall attendance for disadvantaged pupils, including EYFS, is at/greater than 96.5%</p>
<p>Ensure that after the recent COVID pandemic, our pupil’s mental health is a priority and that all our children remain resilient and ready to learn.</p> <p>Ensure that pastoral concerns do not hinder learning that is taking place.</p>	<p>Understanding children’s mental health is engrained into staff CPD.</p> <p>Children are happy to communicate how they are feeling to staff and are willing to discuss any pastoral concerns they have.</p> <p>Children have a variety of means in which they can discuss their mental health in school and be taught that any issues they have will be treated with care and compassion.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Assistant Head and Head teacher to attend Deep Dive into reading training.</i>	<p>DFE Guidance – The Reading Framework – Teaching the Foundations of Literacy July 2021</p> <p>EEF Guidance Report – Preparing for Literacy</p> <p>EEF Guidance Report – Improving literacy in KS1</p>	3
<i>Assistant Head and KS1 lead to attend Chris Quigley training – Infusing Rich Vocabulary throughout the primary curriculum.</i>	<p>EEF Guidance Report – Preparing for Literacy</p> <p>EEF Guidance Report – Improving literacy in KS1</p> <p>Daniel Willingham ‘Can reading comprehension be taught?’ September 2014</p> <p>"The Early Catastrophe: The 30 Million Word Gap by Age 3" by University of Kansas researchers Betty Hart and Todd R. Risley. (2003).</p>	2 and 3
<i>Staff training in the DFE guidance ‘A reading Framework’ during Autumn INSET</i>	<p>DFE Guidance – The Reading Framework – Teaching the Foundations of Literacy July 2021</p> <p>EEF Guidance Report – Effective Professional Development</p>	3

	EEF Guidance report – Guide to the Pupil Premium	
<i>All staff to complete RWI refresher training, alongside development days.</i>	DFE Guidance – The Reading Framework – Teaching the Foundations of Literacy July 2021	1, 3, 4 and 5
<i>STAs to be trained in Fast Track Tutoring Read, Write, Inc.</i>	EEF Guidance Report – Making Best use of Teaching Assistants	
<i>Class STAs now all full time to deliver effective interventions.</i>	EEF Toolkit	
	EEF Guidance Report – Effective Professional Development	
	EEF Guidance report – Guide to the Pupil Premium	

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Children in receipt of the pupil premium to have RWI Fast Track tutoring provided by STAs</i>	EEF Toolkit  DFE Guidance – The Reading Framework – Teaching the Foundations of Literacy July 2021  Deep Dive into Reading course delivered by Orgill Reading Hub in which it was stated that children learn better when using an approach they are used to which in our case is Read, Write, Inc.	1, 4 and 5
<i>Children in receipt of Pupil premium to be part of a pre teach maths group in KS1</i>	EEF Toolkit  National Centre For Excellence in the Teaching of Mathematics (NCETM)	1, 4 and 5

	Minkel, J. (2015) Why I prefer pre-teaching to Remediation for struggling students. Published Online: May 18, 2015	
<i>Additional time to work on comprehension rather than word recognition – understand words of which they are reading</i>	EEF Toolkit – Reading Comprehension July 2021 Daniel Willingham ‘Can reading comprehension be taught?’ September 2014	
<i>Children in the Early Years part of fine motor control group</i>	HANDWRITING DEVELOPMENT IN EARLY YEARS – IS AGE 4 TOO EARLY? Nerys Hughes and Ellie Powling from Whole Child Therapy  Physical development in the early years: exploring its importance and the adequacy of current provision in the United Kingdom Rebecca Duncombe & Pat Preedy	1, 4 and 5
<i>Proportion of children in receipt of Pupil premium to have Talk Boost intervention in KS1</i>	EEF Toolkit  EEF Guidance Report – Improving literacy in KS1  I CAN Research document – Talk 1: Speech, Language and communication Needs and Literacy Difficulties	
<i>Proportion of pupils in receipt of the pupil premium to have NELI intervention in the EYFS</i>	NELI website and information from NUFFIELD Centre/Dr Silke Fricke (University of Sheffield), Dr Claudine Bowyer-Crane (NIESR) and Professors Maggie Snowling and Charles Hulme (University of Oxford).  EEF Toolkit  EEF Guidance Report – Preparing for Literacy	1, 2 and 5

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Time to Talk group provided for pupils in the EYFS</i>	EEF Toolkit  'Save the Children, 2015, Investigating the role of language in children's early educational outcomes published by Roulstone et al., 2011	2, 7 and 8
<i>Socially Speaking Group provided for pupils in KS1</i>	EEF Toolkit  'Save the Children, 2015, Investigating the role of language in children's early educational outcomes published by Roulstone et al., 2011	7 and 8
<i>Boxall Profile purchased to assess children's emotional needs and targets fed into nurture group and any relevant IEP targets</i>	NURTURE UK - Why is the Boxall Profile so important for children in nurture? <b>16 October 2017 – Dr Florence Ruby</b>  2015 review of studies into the effectiveness of nurture groups by Hanna Bennett found an increase in social, emotional and behavioural outcomes in the majority of children. ... Of these children, <b>87 per cent were able to return to mainstream classes within one year</b>	7 and 8

**Total budgeted cost: £16,000**