

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Clowne Infant and Nursery School
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	72 (23.3%)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022 July 2023
Statement authorised by	Mrs S Kirby
Pupil premium lead	Mrs C Galley
Governor / Trustee lead	Mr Steve Welsh Mr Richard Hall (2022/2023 onwards)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,390.00
Recovery premium funding allocation this academic year	£4785
Total budget for this academic year.	£99,175.00

Part A: Pupil premium strategy plan

Statement of intent

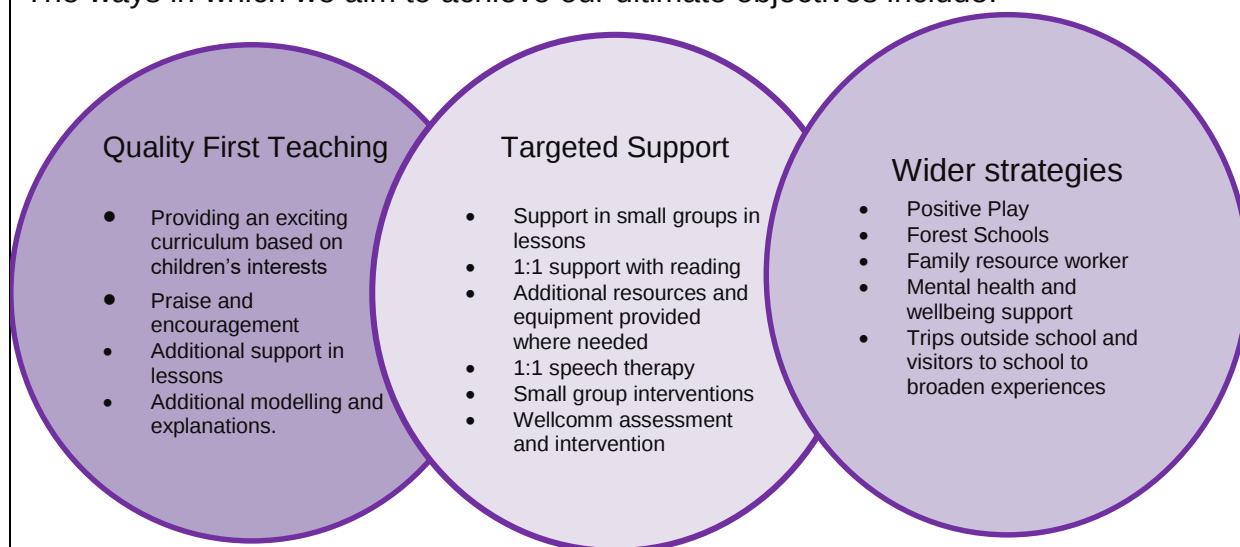
At Clowne Infant and Nursery School we aim to use our Pupil Premium Funding and our Recovery Premium Funding to achieve the following ultimate objectives:

- To remove barriers to learning
- To ultimately narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- To ensure that disadvantaged pupils at our school make or exceed national expectations
- To offer our pupils strategies and time to support their wellbeing, social, emotional and behavioural needs.

We aim to achieve these objectives by:

- Providing quality first teaching where learning opportunities are tailored to the needs of all our pupils
- Ensuring that the needs of children from vulnerable groups, including the needs of socially disadvantaged pupils are assessed and addressed and appropriate provision is in place to meet their needs
- Providing targeted academic support which is delivered effectively to meet the needs of our children
- Providing support for our children and families so as to address barriers that extend beyond the classroom
- Creating and fostering a positive ethos within school where children feel nurtured and safe which will allow them to thrive and achieve their full potential.

The ways in which we aim to achieve our ultimate objectives include:



Challenges

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

Challenge number	Detail of challenge
1	Children's lack of speaking and listening skills, knowledge and vocabulary due to lack of breath in early childhood experiences.
2	Lack of consistent or sustained support in home learning during Covid 19 school closures leading to a widening of the attainment gap between disadvantaged and non-disadvantaged children.
3	Emotional well-being, mental health and resilience
4	Attendance and punctuality
5	Lack of reading experiences for children outside school both in terms of being able to read to an adult and an adult reading to them.

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
Improved speaking and listening skills	Children listen to instructions and respond appropriately. Children are attentive and contribute to class discussions.
Improved handwriting skills	Children develop a clear handwriting style following the schools handwriting policy and which demonstrates a good level of pencil control
Improved resilience and well-being.	Targeted intervention is in place to support the well-being and resilience of all pupils particularly those children who are disadvantaged.
Improved attendance	Attendance figures improve to a level where attendance of disadvantaged pupils is in line or exceeds the school target of 96%.
Accelerated progress in reading for EYFS and KS1 disadvantaged pupils.	Children achieve or exceed national expected outcomes in reading at the end of EYFS and KS1

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First teaching embedded throughout the curriculum and across the whole through provision of targeted INSET and CPD for teachers and Teaching assistants. • Teaching and Learning INSET providing a range different strategies to embed high quality teaching in lessons. • Provide a bespoke package of CPD for all teaching and support staff based around 'Teaching Walk Thrus'. Collaborative CPD with Clowne Junior School. • Teachers to attend training sessions, and staff meetings to further embed quality first practices within their teaching.	Evidence from the EEF research shows that high quality teaching is the most important lever schools have to improve pupil attainment. Using the Pupil Premium funding to improve teaching quality, benefits all students and has a particularly positive effect on children eligible for Pupil Premium funding.	1,2,3,5
Develop the breadth of children's educational experiences by creating a broad, ambitious and vocabulary rich curriculum that will enable all children to expand their active vocabulary. • Staff model use of vocabulary and high expectations are set for vocabulary usage when speaking to children • Vocabulary to be displayed in all classrooms for continual reinforcement of language expectations. • Learning walls that reflect a broad, ambitious and vocabulary rich curriculum.	Evidence has shown that children entering education with advantageous early educational experiences are more able to utilize their prior knowledge and vocabulary throughout learning. A vocabulary rich curriculum will support them in closing the potential attainment gap.	1,5

• Introduction of knowledge organisers for each topic across each year group in school to provide reinforcement, exposure and opportunities to practice vocabulary at home. • Introduce sticky knowledge quizzes during each topic to consolidate children's learning. • Subject leaders will create an ambitious list of vocabulary linked to each topic for all year groups.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £81,498

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching and Learning assistants in every year group to carry out 1:1 and small group interventions including: Wellcomm, Speech and Language therapy sessions, 1;1 reading sessions, small group handwriting and writing intervention groups.	Evidence shows that targeted academic support can have a positive impact on those who are not making good progress across the spectrum of achievement. The EEF state that the strategic deployment of TAs is important to ensure priority pupils are supported.	1,2,5
A teacher will be employed via the National Tutoring Program to meet the needs of targeted children in Reading and Maths.	The EEF research states that intensive individual support, either one to one or as a small group, can support pupil learning. It is most likely to be impactful if provided in addition to and explicitly linked with normal lessons	1,2,5

Additional teacher to be employed as part of the National Tutoring Program to work in Year 2 on reading and phonics targets in line with the new Twinkl Phonics scheme.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,182

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
To support the mental health, resilience and emotional wellbeing of all children particularly that of disadvantaged children. • Mental Health and wellbeing training to be provided for all staff to raise awareness throughout school • A family resource worker will support individual children and families where emotional wellbeing and mental health has been identified as an issue. • A TA specialising in 'Positive Play' will assess and work with disadvantaged children identified as having additional social and emotional needs. • A TA trained in 'Forest Schools' will work with	Evidence from the EEF suggests that children from disadvantaged backgrounds are over overrepresented in mental health services and in situations where they are not in education, employment and training (Neet). It is also evidenced that children from more economically deprived backgrounds face greater adversities and are more likely to benefit from greater emotional support. This directly links to their emotional readiness to learn and resilience within the classroom.	1,2,4

disadvantaged children identified as having speech and language difficulties alongside additional social and emotional needs. • Forest School work to be extended so that disadvantaged children in all year groups and classes have the opportunity to attend Forest School. • Additional lunchtime support provided for disadvantaged children with behavioural difficulties. • Funding provided for offsite curriculum enrichment visits and school based activities for disadvantaged children.		
To improve attendance of disadvantaged children to be line with or exceeding the school target of 96% • SLT to monitor and compare attendance of disadvantaged children against non-disadvantaged children. • Family resource worker to support families of children will low attendance (below 90%) and those with poor punctuality. • New detailed attendance monitoring system to be introduced that tracks all children including disadvantaged children in terms of	The EEF indicate that parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Poor attendance and lateness impacts upon learning and is a significant cause of Pupil Premium children not achieving in line with their peers.	

absence/persistent absence		
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Total budgeted cost: £104,680

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Teaching:

All teaching staff and TAs attended a collaborative INSET day with Clowne Junior School which covered guides to instructional coaching including explaining and modelling and questioning and feedback. Teachers had additional training at the beginning of the year on the behaviour and relationships aspect of instructional coaching. Training provided was based on the TEACHING WALKTHRU's book which was purchased for all teachers for reference.

Headteacher and SLT observations of staff and TAs during the year have shown that techniques and methods introduced during the training such as scaffolding, worked examples, live modelling and cold calling are being used and embedded into daily teaching.

Learning walls are now in place in all classrooms for Maths and Phonics which include key vocab and information that support children's understanding and learning during daily lessons. Discussions with staff have shown that children are beginning to routinely refer to learning walls independently during lessons when they require support and guidance.

Knowledge organisers have been created for each topic in Reception, Year 1 and Year 2 which are sent home with all children at the beginning of each term to reinforce topic learning at home and to support parents with questioning. Knowledge organisers are also used in KS1 to support learning in the classroom and to form the basis of sticky knowledge quizzes.

Targeted intervention:

Internal data assessments for 2021-2022 showed that the targeted intervention in Year 2 resulted in significant improvements in the percentage of disadvantaged pupils reaching the expected levels in Reading, Writing and Maths. In Writing, there was an increase from 4% to 41% of disadvantaged children attaining the expected level from the end of Year 1 to the end of Year 2. In Reading there was an increase from 11% to 45% of disadvantaged children achieving the expected level

from the end of Year 1 to the end of Year 2 and in Writing there was a 36% increase from 4% to 41% of disadvantaged children attaining the expected level by the end of Year 2.

The use of TA targeted intervention in Year 2 will continue next year for reading and small group writing and will be extended to include phonics interventions in line with the new Twinkl Phonics scheme introduced in September.

In Year 1, WellComm interventions addressed gaps in children's language and communication skills and a National Tutoring Program teacher worked on Maths, Reading and Writing targets. During the year there was an increase in the percentage of disadvantaged children achieving the expected level in all three subjects with an increase from 36% to 43% achieving the expected level in reading, an increase from 32% to 47% achieving the expected level in Maths and an increase from

In Reception, all disadvantaged children were assessed using WellComm, where required children were allocated specific targets from within WellComm, in some cases a referral to SLT was made. Where children were allocated targets, these were shared with parents and worked on in school on a 1:1 or small group basis. The data shows that through using WellComm, alongside targeting these pupils within the curriculum to develop communication and language in real life contexts there has been a significant increase in pupils working on track. At the end of the year 45% of PP pupils achieved ELG in listening, attention and understanding. 60% achieved ELG in speaking. 55% of pupils achieved ELG in the comprehension element of literacy. Each of these figures show a significant increase from the beginning of the year, where 31% of PP pupils were working at the expected level in listening attention and understanding, 19% in speaking and 19% in comprehension.

As a result of the WellComm interventions there was an increase in the percentage of children achieving green outcomes within the age band they were working within. This increased from 36% on first assessment to 64% on the last assessment. The amber outcomes rose from 7% on initial assessment to 14% on the final assessment and the red outcomes decreased from 57% to 21%. Overall these interventions had a positive impact on the children's speaking and language skills.

Wider Strategies:

In terms of the wider strategies implemented last year, all staff working with children in school took part in training in the mental health and wellbeing of children and young people and are now more confident in recognising, identifying and supporting children with mental health difficulties. Staff in school also have a greater understanding of the links between mental health and behaviour in children.

The one to one support provided for small group of children at lunchtimes to help with their regulation of emotions and behaviour, dramatically reduced the number of incidents of other children getting hurt and facilitated the de-escalation of anxiety and confrontational behaviours resulting from their altercations with peers at lunchtimes.

All disadvantaged children wishing to participate in curriculum enrichment visits outside school and activities within school were able to attend and payments were made from school funding where necessary.

Attendance for disadvantaged children in our school was 87.76% for the academic year 2021-2022. This fell short of our school target of 96%. This was largely due to the enduring effect of Covid 19 and the self-isolation of children and families when there were cases of Covid in the household. This fall in attendance was also observed in non- disadvantaged groups where the attendance also fell short of the whole school target of 96% and was 93.41%. For the next academic year, we will be introducing more detailed weekly analysis of attendance with regular monitoring and meetings with families where their children's attendance falls below the target. The school family resource worker will also be working to support families of children with poor attendance.

Forest schools work proved very popular and effective in helping improve the self-confidence, self-esteem and communication skills of disadvantaged children. Children who struggled to speak in the classroom environment, stood tall at forest school, sharing ideas, working as a team and exploring the world around them first hand. Pupils took care of the forest school site and enjoyed sharing it with others at other times of the year. As a result of the success of Forest school work the project will be extended next year to include Key Stage 1 children with disadvantaged children from each class in school accessing the Forest School program