

# Pupil premium strategy statement 2024-2027

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                                              | 251 (October 24 census)          |
| Proportion (%) of pupil premium eligible pupils                         | 81 (32%)                         |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2025                        |
| Date this statement was published                                       | December 2024                    |
| Date on which it will be reviewed                                       | December 2025                    |
| Statement authorised by                                                 | Mrs S Kirby                      |
| Pupil premium lead                                                      | Mrs C Galley                     |
| Governor / Trustee lead                                                 | Mr Richard Hall                  |

## Funding overview

| Detail                                                 | Amount                                             |
|--------------------------------------------------------|----------------------------------------------------|
| Pupil premium funding allocation this academic year    | £104,560 (based on 24/25 budget and Oct 23 census) |
| Recovery premium funding allocation this academic year | £0                                                 |
| Total budget for this academic year.                   | £104,560                                           |

# Part A: Pupil premium strategy plan

## Statement of intent

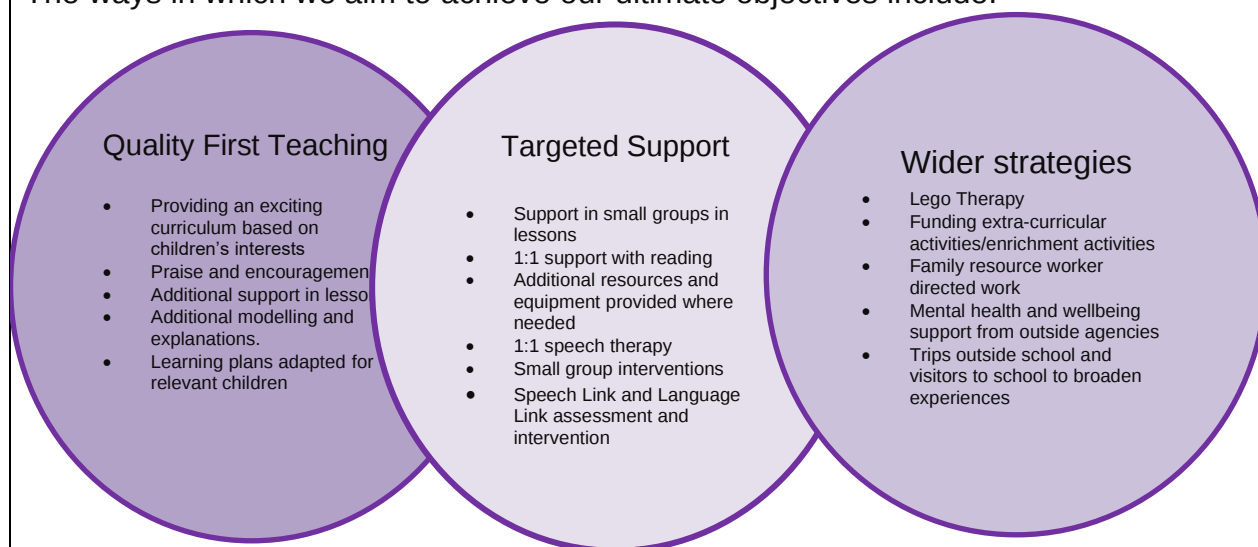
At Clowne Infant and Nursery School we aim to use our Pupil Premium Funding and our Recovery Premium Funding to achieve the following ultimate objectives:

- 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 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                | Assessments, observations and discussions with pupils with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These gaps are evident from Reception through to KS1 in general but are more prevalent among our disadvantaged pupils.                                                                    |
| 2                | The presentation of children's work is poor with incorrect letter formation and a lack of basic writing and drawing skills as well as a lack of stamina for writing being more evident in our disadvantaged children. A significantly lower percentage of disadvantaged children achieve the expected standard in writing than their non-disadvantaged peers. |
| 3                | Emotional well-being, mental health and resilience. Staff in school report a decline in children's mental health, emotional well-being and resilience in general but this is more pronounced in our disadvantaged children                                                                                                                                    |
| 4                | Attendance and punctuality. Measures put in place in previous Pupil Premium strategies have made a positive impact on attendance figures, but this support needs to continue as attendance figures for disadvantaged pupils still falls below our school target of 96%.                                                                                       |
| 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. Attainment in phonics is lower for our disadvantaged pupils with fewer children passing the Year 1 phonics check and achieving the expected standard in Reading at the end of EYFS foundation stage and KS1.            |
| 6                | More families are now experiencing poverty and families are unable to pay for enrichment activities in and out of school. This results in a lack of cultural capital which is particularly prevalent in our disadvantaged pupils.                                                                                                                             |

## 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. Children can orally say a sentence that they want to write.                                                                               |
| Improved handwriting skills and general presentation of work | Children develop a clear handwriting style following the school's handwriting policy and which demonstrates a good level of pencil control. Children have a greater stamina and resilience when writing independently. Work in books is of a good standard, neat |

|                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                        | and well presented at age-appropriate levels.                                                                                                                                                                                                                                                                                                                                                    |
| 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. Pupil Wellbeing survey results show improved scores. Success will be demonstrated by sustained high levels of wellbeing. The School Super Smilers Ambassadors have regular meetings and feedback techniques and support strategies to their classes. |
| 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 will make accelerated progress from their starting points and 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: £51,054

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Evidence that supports this approach                                                                                                                                                                                                                                                                                          | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Quality First teaching embedded throughout the curriculum and across the whole through provision of targeted INSET and CPD for teachers and Teaching assistants.</p> <ul style="list-style-type: none"> <li>Teaching and Learning INSET providing a range of different strategies to embed high quality teaching in lessons.</li> <li>Teachers to attend training sessions, and staff meetings to further embed quality first practices within their teaching.</li> </ul> | <p>Evidence from the EEF research shows that high quality teaching is the most important lever schools have to improve pupil attainment.</p> <p>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.</p> | 1,2,5                         |
| Develop the breadth of children's educational experiences by creating a broad, ambitious and                                                                                                                                                                                                                                                                                                                                                                                 | Evidence has shown that children entering education with advantageous early educational experiences are more able to utilize                                                                                                                                                                                                  | 1,6                           |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                          |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>vocabulary rich curriculum that will enable all children to expand their active vocabulary.</p> <ul style="list-style-type: none"> <li>• Staff model use of vocabulary and high expectations are set for vocabulary usage when speaking to children</li> <li>• Vocabulary to be displayed in all classrooms for continual reinforcement of language expectations.</li> <li>• Learning walls that reflect a broad, ambitious and vocabulary rich curriculum.</li> <li>• Introduction of knowledge organisers for each topic across each year group in school to provide reinforcement, exposure and opportunities to practice vocabulary at home.</li> <li>• Subject leaders will create an ambitious list of vocabulary linked to each topic for all year groups.</li> <li>• Purchase of Kapow curriculum scheme for History, Geography, Art, Design and Technology which includes lesson specific ambitious vocabulary</li> <li>• Reduction of class sizes by running 9 classes (3 per year group rec-Year 2) plus nursery.<br/>Avoidance of a split Year 1/2 class and larger classes.</li> </ul> | <p>their prior knowledge and vocabulary throughout learning. A vocabulary rich curriculum will support them in closing the potential attainment gap.</p> |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--|

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

Budgeted cost: £59,023

| 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: Speech Link and Language Link, Speech and Language therapy sessions, 1;1 reading sessions, small group handwriting and writing intervention groups. Phonics interventions using precision teach. | <p>Evidence shows that targeted academic support can have a positive impact on those who are not making good progress across the spectrum of achievement.</p> <p>The EEF state that the strategic deployment of TAs is important to ensure priority pupils are supported.</p> <p>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.</p> | 1,2,5                         |
| Whole class teaching of reading strategies to promote comprehension skills. Opportunities to embed these skills in all lessons.                                                                                                                                                                                            | <p>Reading comprehension strategy focus interventions are high impact on average (+6 months) and alongside phonics is a crucial component of early reading instruction.</p> <p>EEF</p>                                                                                                                                                                                                                                                                                                                                     | 5                             |
| Lego Therapy interventions for children struggling with SEMH issues                                                                                                                                                                                                                                                        | <p>Evidence from the EEF suggests that children from disadvantaged backgrounds are over represented in mental health services and in situations where they are not in education, employment and training (Neet).</p> <p>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.</p>                          | 3                             |

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

Budgeted cost: £14,500

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>To support the mental health, resilience and emotional wellbeing of all children particularly that of disadvantaged children.</p> <ul style="list-style-type: none"> <li>• Mental Health and wellbeing training to be provided for all staff to raise awareness throughout school, training for a senior mental health lead.</li> <li>• A family resource worker will support individual children and families where emotional wellbeing and mental health has been identified as an issue.</li> <li>• Smilers Ambassador representatives for each class who help convey key wellbeing messages and techniques and reinforce Mental Health lessons</li> <li>• Additional lunchtime support provided for disadvantaged children with behavioural difficulties.</li> <li>• Funding provided for offsite curriculum enrichment visits and school based activities for disadvantaged children.</li> </ul> | <p>Evidence from the EEF suggests that children from disadvantaged backgrounds are over represented in mental health services and in situations where they are not in education, employment and training (Neet).</p> <p>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.</p> | 1,3,4                         |
| To improve attendance of disadvantaged                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | The EEF indicate that parental communication approaches and                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3,4                           |

|                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                       |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>children to be line with or exceeding the school target of 96%</p> <ul style="list-style-type: none"> <li>• SLT to monitor and compare attendance of disadvantaged children against non-disadvantaged children.</li> <li>• Family resource worker to support families of children will low attendance (below 90%) and those with poor punctuality.</li> </ul> | <p>targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>Poor attendance and lateness impacts upon learning and is a significant cause of Pupil Premium children not achieving in line with their peers.</p> |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Total budgeted cost: £124,577**