

Pupil premium strategy statement

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	Arden Grove Infant & Nursery School
Number of pupils in school	173 (18 x PP, 5 PP+)
Proportion (%) of pupil premium eligible pupils	12% PP (14.5% inc PP+)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	Dec 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Mrs A Hamilton
Pupil premium lead	Miss J Gregson/Mr J Cook
Governor / Trustee lead	Mrs A Zinonos-Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,375
Recovery premium funding allocation this academic year	£3,045 (Covid recovery grant) £2,025 (school led tutoring)
Catch up funding carried forward from previous years (enter £0 if not applicable)	£12,110.78
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£54,555.78

Part A: Pupil premium strategy plan

Statement of intent

At Arden Grove Infant & Nursery School, we aim for every child who leaves our school to have the fundamental tools (personal qualities, knowledge and skills) to support their future potential to be happy and successful adults. We strive to build this into all we do so that children develop the skills that underpin learning, such as working memory, flexibility of thought and emotional regulation as well as progressing through the academic curriculum, which is delivered through consistently high-quality teaching, targeted support & intervention and enriched by a wide range of additional curriculum opportunities and experiences.

Recent neuroscience has educated us to understand that long term stress not only impacts mental health and wellbeing, but also self-regulation and executive functions skills. Long term mental health and wellbeing, in particular, has been deeply impacted by the recent Coronavirus pandemic. Executive functions (EF) are a set of mental skills that include working memory, flexible thinking and self-control. Developing effective executive function skills allows us to pause and consciously think (to reflect) so that we can better understand, plan, monitor and manage our daily life and engage in continuous learning. This essentially develops 'metacognition', which has been extensively researched and identified, by the Education Endowment Fund (EEF), as having a high impact on learning.

Without national data, we still strive to ensure all children make at least expected progress from their starting points and we will continue to develop our knowledge of pre-academic barriers linked to EF and early communication skills, in order to ensure we are targeting specific and relevant barriers for every individual child. We understand that for every child to be successful, they need to feel they belong and we aim to provide a learning environment and curriculum based on our knowledge of them as a learner and their unique starting points. In order to do this successfully, we highly value the importance of building positive relationships with children, parents, carers and the wider community to ensure that we provide a place for learning that is happy, safe, caring and inclusive.

We have a strong focus on ensuring that all our children learn to read prior to leaving our school, and that our children develop a wide vocabulary, enabled through a love of reading and a focus on learning the meaning of words. Children are supported in their speaking and listening skills enabling a good level of communication for all. Oral language is a key component of a child's future success and language skills aren't just needed for reading, but also for developing abilities across the whole curriculum. They are also fundamental to children's social and emotional development as good language skills enable children to interact more successfully with their peers. Research shows that early identification and the right provision in place to support language development can have a significantly positive impact not just in school but also throughout a person's life. We work hard to ensure that all children leave our school with a secure base in mathematical language, knowledge and understanding.

Our pupil premium funding supports our children through providing additional support and additional opportunities, enabling children to keep up with their learning and accelerate learning. In the past the actions taken to support our children have included;

- High quality phonics training/provision
- Phonics intervention training/provision
- Speech & Language training/additional provision, taking into account recommendations from our speech & language therapist
- Emotion coaching training
- Executive function training, assessment and resources
- Creating assessment tools to help us identify how well children have grasped early maths language and concepts.

Challenges

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

Challenge number	Detail of challenge
1	On entry teacher assessments and observations show that children enter school with difficulties linked to social interactions such as listening and attention and low levels of communication – speech & language. On-entry data shows that over 18% of Reception children have individual speech & language assessments identifying the need for targeted intervention to support them, with further assessments during the term identifying another 3% of children in need of the same.
2	On entry teacher observations show that children have lower levels of personal, social and emotional development, demonstrating low levels of resilience, independence and ability to play with others cooperatively.
3	Assessments using the Wensum Wellbeing Profile (which provides schools with a tool to assess levels of stress in young children and track this over time) show that an increasing number of children are showing signs of significant stress within the classroom. Research shows that stress has a negative impact upon the development of executive functions such as working memory, flexible thinking and self-control, which directly affects children's readiness and ability to learn effectively.
4	Year 1 data shows that children will require additional support and practise time to reach expected standards in phonics.
5	As early adopters of the new EYFS and with the changes to the maths strand, we need to upskill and deepen subject knowledge consistently across the whole school. This will help to ensure we provide a solid mathematical foundation to support core learning for children's transition to junior school.

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
Children in the EYFS show improved communication skills enabling effective listening and attention, speech and language.	LanguageScreen data shows that all children have made good progress from their starting points. Children accessing additional speech & language provision show that they have progressively met the individual targets set by our speech & language therapist. Children attain 'Good Level of Development' at the end of Early Years Foundation stage.
Children throughout the school show increased personal, social and emotional development via increased levels of resilience, independence and ability to play with others co-operatively.	Observations of children throughout the school show that all children demonstrate <ul style="list-style-type: none"> • higher levels of resilience, requiring less adult support for basic tasks • higher levels of independence

	<ul style="list-style-type: none"> • greater ability to play cooperatively and participate successfully in social conversations <p>Children attain 'Good Level of Development' at the end of Early Years Foundation stage.</p>
Children throughout the school show increased executive function skills.	Children will be settled, regulated and we will see less dysregulated behaviours. Wensum Wellbeing Profile assessments will show a reduction in stress and an increase in children's levels of regulation.
Children know and use their phonics to support in reading and writing.	<p>End of year data shows that children are able to achieve the expected standard in their phonics screening check.</p> <p>Teachers see that children are able to use their phonic knowledge to support their reading and writing.</p>
<p>Pupils demonstrate an improved mathematical mindset and potential to progress in the subject.</p> <p>Pupils demonstrate an improvement in arithmetical proficiency.</p>	<p>Subject monitoring shows a high level of pupil engagement in the subject and positive perceptions of themselves as mathematicians.</p> <p>End of year assessments show secure mathematical language, knowledge and understanding of number.</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: £4,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision mapping tool (£1675)	<p>Previous experience shows that provision mapping ensures that the right children receive the right support.</p> <p>EEF: Small group tuition is most likely to be effective if it is targeted at pupils specific needs. Diagnostic assessment can be used to assess the best way to target support (+ 4 months).</p>	1, 2, 3, 4, 5
Wise About Words project CPD will embed drama and storytelling into school culture, improving emotional well-being as well as literacy, communication skills, focus and memory. (£600)	<p>EEF: Reading comprehension strategies are high impact on average (+ 6 months). Alongside phonics it is a crucial component of early reading intervention.</p> <p>EEF: Oral language interventions refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment (+ 6 months).</p>	1, 2, 3, 4
<p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively. (2 X £400 = £800)</p> <p>Regular staff meetings to watch video training updates to ensure staff have consistency. TA's who deliver phonics will also be asked to attend these particular staff meetings (overtime £400)</p>	EEF: Phonics has a positive impact overall (+ 5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	4
Full review of Maths and training with Maths Hub	EEF: Mastery learning is a cost effective approach, on average, but is challenging to	5

to best support the development of our Maths curriculum alongside working collaboratively with Trust schools in order to achieve a shared and consistent mastery approach in maths. Maths Lead to monitor progress and standards across school, carry out observations and collect data throughout the year (release time £1,000)	implement effectively. Schools should plan for changes and assess whether the approach is successful within their context (+ 5 months).	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £34,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech & Language intervention (1:1 & small group) by TAs (2 x 15 hours per week = £15,000)	EEF: Small group tuition is most likely to be effective if it is targeted at pupils specific needs. Diagnostic assessment can be used to assess the best way to target support (+ 4 months). TAs use Language Screen to assess children in Reception. Children are assessed and targets set and monitored by a Speech & Language Therapist. EEF: On average, one to one tuition is very effective at improving pupil outcomes (+ 5 months) providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention. TAs have been trained in and are delivering the Nuffield Early Language Intervention (NELI).	1
Half termly assessment tracking to ensure intervention is responsive to children's progress and need for support and support is provided to children identified.	EEF: Small group tuition as above. EEF: Phonics has a positive impact overall (+ 5 months) with very extensive evidence and is an important component in the development of early reading skills,	4

Phonics lead to carry out half-termly assessments across the school to ensure a clear overview of progress and standards. (£2,000)	particularly for children from disadvantaged backgrounds.	
Ensure 1:1 phonics intervention for lowest 20% of pupils in each year group (8 hours per week TA time = £4,500)	EEF: One to one tuition as above.	4
Ensure 1:1 or small group maths intervention for children who require additional support (TA time 2 hours per week per year group = £3,000)	EEF: Small group tuition as above. TAs use Language Screen to assess children in Reception. Children are assessed and targets set and monitored by a Speech & Language Therapist. EEF: One to one tuition as above.	5
<p>Termly assessment tracking of executive function skills to help inform classroom practice and small group interventions and track progress/assess impact of interventions (TA time to carry out Minnesota Executive Function Scale (MEFS) assessments = £10,000)</p> <p>Regular staff meetings to support daily practice and interventions and to ensure staff have consistent approaches. TA's who deliver executive function interventions will also be asked to attend these particular staff meetings (overtime £400).</p>	<p>EEF: Small group tuition as above. TA uses MEFS assessment tool and has received training to do so.</p> <p>EEF: The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.</p>	1, 2, 3

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

Budgeted cost: £9,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional MSA to help provide opportunities for small group nurture and supported play as we see that difficult lunchtime experiences impact negatively upon children's learning upon return to the classroom (5 hours per week £1,650)	EEF: Social and emotional learning approaches have a positive impact, on average 4 months additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.	1, 2, 3
Forest School Lead/Play Therapist to provide 2 x small group forest school sessions per week aimed at improving children's personal, social and emotional development – needs identified through Wensum Wellbeing Profile assessment (£3,000)	EEF: A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment (+ 5 months). EEF: Social and emotional learning as above.	1, 2, 3
Resources to support forest school sessions (£2,000)	As above.	1, 2, 3
Develop indoor and outdoor sensory pathways to help add purposeful spaces around school (in addition to classroom regulation stations) that support children's development of self-regulation skills. Teach children how to use them. (£3,000)	As above.	1, 2, 3

Total budgeted cost: £4,475 + £34,900 + £9,650 = £49,025

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 priorities for 2020-21

Aim	Target	Target date	Review July 2021
Progress in Reading	80% Expected at the end of KS1	July 2021	Y2 60% (3/5) but one moved from PKF to WTS One maintained WTS. Y1 86% (6/7)
Progress in Writing	80% Expected at the end of KS1	July 2021	Y2 60% (3/5) but both others moved from PKF to WTS. Y1 86% (6/7)
Progress in Mathematics	80% Expected at the end of KS1	July 2021	Y2 80% (4/5) Y1 86% (6/7)
Phonics	80% achieve expected standard	June 2021	Y2 100% (5/5) Y1 86% (6/7)

Training for staff and additional 1:1 provision for lowest 20% in phonics led to all children in receipt of this making good progress.

Speech & language assessment and intervention ensured that children received targeted, individual speech & language intervention and made good progress.

Highly individualised packs enabled children to receive support (both in school and at home) for identified areas of need.

Executive Functioning training has enabled teachers to embed activities to support the development of these skills within their daily classroom practice.

Executive Functioning assessment has enabled staff to identify and address gaps.

Maths and phonics leads have supported assessment, monitoring and development of their subjects across school.

Staff have successfully moved to Point In Time Assessments (PITA) supported by breaking down reading, writing and maths assessments into termly skills.

TAs have attended relevant staff meetings to ensure they are kept up to date with phonics and executive functioning developments.

All staff completed Emotion Coaching UK training.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.