

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 -2023 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	174
Proportion (%) of pupil premium eligible pupils	8% PP (9% inc PP+)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	Nov 2022
Date on which it will be reviewed	Nov 2023
Statement authorised by	Mrs S Waterfield
Pupil premium lead	Miss J Gregson
Governor / Trustee lead	Mrs A Zinonos-Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,890
Recovery premium funding allocation this academic year	£3,190 (estimate)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£38,080

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 Coronavirus pandemic. Executive functions 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.

National data and our recent IDSR indicate that there are no concerns in terms of the outcomes for our children. However, we continue to ensure all children make at least good progress and meet age related expectations. We will also continue to develop our knowledge of pre-academic barriers linked to executive function 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
- Professional development and action planning with support from the Maths Hub
- Using our Trust partnership with Norwich Theatre Royal, staff are accessing high quality CPD through the Wise About Words programme and children are accessing high quality provision and input from a Theatre Professional.

- 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	<p>47% of our Pupil Premium children are double disadvantaged. Last year, 60% of these children were being supported with persistent absence.</p> <p>We are monitoring and supporting 33% of our Pupil Premium children not accessing the full curriculum due to their levels of absence. 40% of our Pupil Premium children are dealing with challenging family situations, which impacts upon their social and emotional wellbeing and also their attendance.</p>
2	<p>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 15% of Reception children have individual speech & language assessments (from Private speech and language therapist and support talk boost programme) identifying the need for targeted intervention to support them.</p>
3	<p>On entry teacher observations show that children have lower levels of pre-learning skills (listening, sustaining attention, taking turns) personal, social and emotional development, demonstrating low levels of emotional awareness (recognising, identifying and dealing with big emotions), self-regulation and resilience.</p>
4	<p>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 a number of children are showing signs of significant stress within the classroom. We are aware that this fluctuates throughout the year and we have already seen an increase in dysregulated behaviours this term. 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.</p>
5	<p>Last year's Year 1 phonic screening check data has led to an increased focus on additional support and practise time to ensure a good percentage of children reach expected standards in phonics.</p>

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
1 Pupil Premium children close their gaps and achieve age related expectations.	Children access targeted provision that meets their individual needs and supports children in their learning in order to overcome or remove their barriers. Children's academic assessments show that they have made progress from their starting points in phonics, Reading, Writing and Maths that is at least equivalent to the expected amount of progress for that period of time.
2 Children in the EYFS show improved communication skills enabling effective listening and attention, speech and language.	On entry 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. 3 Children attain 'Good Level of Development' at the end of Early Years Foundation stage. 4 Wensum Wellbeing Profiles completed for some children show development in these areas.
5 Children show increased personal, social and emotional development via increased levels of resilience, independence and ability to play with others cooperatively.	Observations of children 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 in using class and outdoor regulation stations and in developing strategies to regulate more independently • greater ability to play cooperatively and participate successfully in social conversations Children attain 'Good Level of Development' at the end of Early Years Foundation stage. Wensum Wellbeing Profiles completed for some children show development in these areas.
6 Children throughout the school show increased executive function skills.	7 Children will be settled, regulated and we will see less dysregulated behaviours due to increased levels of resilience, mental flexibility, inhibitory control and working memory. 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>
Improved attendance figures.	<p>Attendance data shows consistent improvement and PA reducing. Children and families are engaged in the targeted support in place, such as attendance meetings, forest school sessions, parent sessions each half term.</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: £4,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal (WAW trained teachers) CPD to share drama, storytelling and active learning across school. This will support emotional well-being and executive functions as well as develop literacy and communication skills, building skills for life. (£2,000)	<p>EEF: Reading comprehension strategies are high impact on average (+ 6 months). Alongside phonics it is a crucial component of early reading intervention. EEF Reading Comprehension Strategies</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). EEF Oral Language Interventions</p> <p>EEF: Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning (+ 7 months) EEF Metacognition and Self-Regulation</p>	1, 2, 3, 4
<p>Ensure all relevant staff (including new staff) have received training to deliver the RWI phonics scheme effectively. (2 X £400 = £800)</p> <p>Regular opportunities for staff CPD e.g. to watch video training updates which ensures upskilling of staff and achieving a consistent approach to teaching high quality</p>	<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. EEF Phonics</p>	4

phonics. TA's who deliver phonics will also be asked to attend these particular staff meetings (overtime £1,000)		
CPD (purchase support from C&L SRB in Heartsease and access to the Trust EP) to support staff to identify underlying barriers to cognition & learning needs and put in place provision that clearly addresses these barriers. Dragonflies – Cathy & Rachel. (£500)	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). EEF Small Group Tuition	1, 2, 3

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

Budgeted cost: £21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech & Language intervention (1:1 & small group with TA) (1 x 10 hours per week = £5,000)	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). EEF Small Group Tuition EEF: On average, one to one tuition is very effective at improving pupil outcomes (+ 5 months). EEF One to One Tuition	2
Half termly assessment tracking to ensure intervention is responsive to children's progress and need for support and support is provided to children identified. Phonics lead to carry out half-termly assessments across the school to ensure a clear overview of progress and standards. (£1,200)	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). EEF Small Group Tuition 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. EEF Phonics	5

<p>Ensure 1:1 phonics intervention for lowest 20% of pupils in each year group (8 hours per week TA time = £4,500)</p> <p>Training for staff to watch RWI Fluency intervention. (£500 overtime)</p> <p>Additional regular reading with an adult. (£500 additional cost)</p>	<p>EEF: On average, one to one tuition is very effective at improving pupil outcomes (+ 5 months).</p> <p>EEF One to One Tuition</p>	5
<p>Ensure small group intervention (with a focus on maths, phonics and literacy) includes executive function to develop self regulated learners. (TA time 12.5 hours per week = £9,000)</p> <p>Resources for Dragonflies (£800)</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> <p>EEF Small Group Tuition</p> <p>EEF: On average, one to one tuition is very effective at improving pupil outcomes (+ 5 months).</p> <p>EEF One to One Tuition</p> <p>EEF evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.</p> <p>EEF Metacognition and Self-Regulation</p>	5

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

Budgeted cost: £12,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional 2 MSAs 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</p>	<p>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</p>	1, 2, 3

the classroom (12.5 hours per week £3,700)	EEF Improving Social and Emotional Learning in Primary Schools	
Forest School Lead/Play Therapists to provide some small group forest school sessions aimed at improving children's personal, social and emotional development – needs identified through Wensum Wellbeing Profile assessment. In addition, will support whole class outdoor learning sessions in order to upskill staff and achieve excellent quality outdoor learning for all children Spring term: £2,300	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 Collaborative Learning Approaches 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.	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. (£5,000)	As above.	1, 2, 3
Emotion Coaching Parent Sessions (£700)	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. EEF Improving Social and Emotional Learning in Primary Schools	1, 3, 4
Emotion Coaching CPD (£700))	As above.	1, 3, 4
Uniform, school clubs, school trips (£500)		

Total budgeted cost: £38,000

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.

PP Results 2021-22

End KS1 Reading PP 100% expected plus

Writing 29% expected plus (Non PP 58%)

Maths 57% expected plus (Non PP 62%)

Y1 Phonics Screening Pass 40% (Non PP 83%)

Writing and maths have dipped nationally and we are not in the bottom 20% in any area. These have been identified as areas for development across the school and are part of our SIDP.

Estimates this year

Phonics PP 63% (everyone 81%)

Reception GLD PP 100% (everyone 80%)

KS1 Reading PP 60% (*3 out of 5 children*) (everyone 76%)

KS1 Writing PP 40% (*2 out of 5 children*) (everyone 71%)

KS1 Maths PP 60% (*2 out of 5 children*) (everyone 75%)

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

All children in the NELI groups made progress and on average, improved their standard score on the Language Screen assessment by more than double that of the comparison group. (NELI average standard score increase = 9.75, comparison group average standard score increase = 4.) However, you wouldn't expect the comparison group to make as much progress as by its nature, the standard score is expected to be and stay

at around 100 and all the children in the comparison group already had standard scores of above 100.

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

All children using them show reduced scores on Wensum Wellbeing Profiles (used to show a child's readiness for learning) meaning that they are being supported towards reduced stress levels and greater ability to learn as a result.

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.