

# Pupil premium strategy statement – Arden Grove Infant & Nursery School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	164
Proportion (%) of pupil premium eligible pupils	17.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	
Pupil premium lead	Sarah Waterfield
Governor / Trustee lead	S. Taylor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18, 900
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 2175
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 21, 075

## 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.

Long-term mental health and wellbeing, in particular, has been deeply impacted by the Coronavirus pandemic. To support children's ability to engage in successful, long-term, continuous learning and to manage mental health in day-to-day life, they need key skills called Executive Functions. These skills are prerequisites to any learning and enable us to understand, plan, monitor and manage our resilience and wellbeing. We teach these essential skills of working memory, flexible thinking and self-control. This is further enhanced by our collaborative project with Norwich Theatre (WAW), which is focussed on immersive learning to develop Executive Functions.

Executive Function and Self-Regulation are now considered better predictors of outcomes.

(<https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-2-the-3-prime-areas-of-learning#summary-of-findings>)

National data and our recent IDSR indicate that there are no concerns in terms of the outcomes for our children. Children continue to make at least good progress from their individual point of developmental readiness.

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.

Our curriculum, carefully constructed for our children and in our locality, is delivered through consistently high-quality teaching, targeted support and intervention. 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. This focus is also supported and advocated for in the above referenced research. 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.

The ability to communicate is 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;

- Use of ECAT to support nursery and early intervention for language and communication development.
- 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 to provide high quality CPD through the Wise About Words programme. Children are also accessing high quality input from a Theatre Professional.
- Speech & Language training/additional provision delivered by trained TA, taking into account recommendations from our speech & language therapist
- Emotion coaching training to support our relational approach.
- Using our maths assessment tool to help us identify how well children have grasped early maths language and concepts.
- Ensuring key staff have relevant training to support families e.g. set up an EHAP or find ways to identify strengths and natural family networks that could support attendance.

## 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. High levels of our Reception (and Nursery) children have and are presenting with speech and language needs. This includes many children who already have individual speech & language assessments (from Private speech and language therapist) as well as children who are presenting with these now they are in Reception. This shows the needs for early identification and targeted intervention to support them.
2	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.
3	Previous years 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.
4	Last year's end of KS1 data indicates writing is still a key barrier for our children.
5	Attendance for our PP children does require monitoring and ongoing support. As part of our relational approach and value placed on developing positive relationships with families, we are able to have conversations, early on as attendance challenges increase or changes emerge.

## 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
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.
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. Children attain 'Good Level of Development' at the end of Early Years Foundation stage.
Children show increased personal, social and emotional development via increased levels of resilience,	Observations of children show that all children demonstrate

independence and ability to play with others cooperatively.	<ul style="list-style-type: none"> <li>• higher levels of resilience, requiring less adult support for basic tasks</li> <li>• higher levels of independence in using class and outdoor regulation stations and in developing strategies to regulate more independently</li> <li>• greater ability to play cooperatively and participate successfully in social conversations</li> </ul>
Children throughout the school show increased executive function skills.	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. We will see 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.	End of year data shows that children are able to achieve the expected standard in their phonics screening check. Teachers see that children are able to use their phonic knowledge to support their reading and writing.
Our professional judgements and Trust moderation will show an increase percentage (compared to the previous year) of children being securely expected writers, at the end of Year 2.	By carefully and regularly identifying and intervening for our key marginal children, with a sharp focus on Y2, more children, including our PP children, will achieve expected outcomes for writing.
We will achieve, or close to, our 96% attendance for the academic year.	End of year data will show we have good or better attendance and there will be less disparity between vulnerable groups. We will have been able to have positive and supportive conversations, with families, that have helped reduce possible barriers to a child's attendance.

## 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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>RWI Portal £5000-</b> (including whole school CPD phonics training and professional development days from RWI staff)	<p>Following recommendations from the education endowment fund: Effective Professional Development. The portal builds knowledge, motivates staff, develops and models teaching techniques and embeds good practise.</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. <a href="#">EEF Phonics</a></p>	1,2,3,4

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

Budgeted cost: £ 13,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Private SaLT Therapist £1200	Trained professional to provide early intervention and support staff delivering speech and language therapy. 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). <a href="#">EEF Oral Language Interventions</a>	1,2,3,
Trained TA delivering focused SaLT & EAL support £12,000	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). <a href="#">EEF Small Group Tuition</a> EEF: On average, one to one tuition is very effective at improving pupil outcomes (+ 5 months). <a href="#">EEF One to One Tuition</a>	1,2,3,
Small group or 1:1 tuition for Year 2 PSC retakes £625	EEF: On average, one to one tuition is very effective at improving pupil outcomes (+ 5 months). <a href="#">EEF One to One Tuition</a> 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). <a href="#">EEF Small Group Tuition</a>	1,2,3,4
Small group or 1:1 tuition for Year 1 PSC. £625	As above	1,2, 3, 4
Small group tuition for writing 'key marginal' children in Y2. £625	As above	4

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotion Coaching Parent Sessions	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. <a href="#">EEF Improving Social and Emotional Learning in Primary Schools</a>	1, 3, 4, 5
Training and time for staff to support attendance	Training for staff to be able implement supportive processes, such as EHAPS. Time to arrange meetings with parents and explore reasons for barriers to attendance, use strategies to understand family strengths, develop natural family networks, arrange EHAPS as needed, liaise and refer to agencies such as MHST (Mental Health Support Team)	5

**Total budgeted cost: £21, 075**

## 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 2022/23 academic year.

#### **PP Results 2022-2023**

Y2 PP = 6 children

Y1 PP = 7 children

YR PP = 2 children

End KS1 Reading PP 67% expected plus (Non PP 79%)

Writing 17% expected plus (Non PP 63%)

Maths 50% expected plus (Non PP 73%)

Y1 Phonics Screening Pass PP 43% (Non PP 90%)

Writing and maths outcomes continue to be lower than our pre-Covid data; however, these outcomes are lower nationally. Our IDSR shows no areas of concern. These were our longer-term development points for our SIDP.

#### **Impact:**

- Training for staff and additional 1:1 provision for the lowest 20% in phonics led to 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.
- Executive Functioning training has enabled teachers to embed activities to support the development of these skills within their daily classroom practice.
- Maths and phonics leads have supported assessment, monitoring and development of their subjects across school. Phonics assessments, every half term, have shown most children make good progress and move up at regular points in the year. Those children needing more support have accessed this in their year group interventions.
- TAs have attended relevant staff training to keep updated in order to deliver high-quality lessons, especially in phonics.

#### **Estimates for 2023-2024**

Y2 PP = 7 children

Y1 PP = 2 children

YR PP = 2 children

Phonics PP 63% (everyone 81%)

Reception GLD PP 50% (everyone % 73%)

KS1 Reading PP 67% (everyone 80%)

KS1 Writing PP 33% (everyone 70%)

KS1 Maths PP 50% (everyone 78%)

