Alvaston Infant & Nursery School

Being the best we can be

Pupil Premium Strategy Document

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	Alvaston Infant and Nursery School
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	27.24% (85)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	30th September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Julian Bland/Molly Allen
Pupil premium lead	Molly Allen
Governor / Trustee lead	Julian Bland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,620
Recovery premium funding allocation this academic year	£8, 260
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£119, 880

Part A: Pupil premium strategy plan

Statement of intent

At Alvaston Infant and Nursery School, we want all of our pupils to become the very best version of themselves and to be well-rounded citizens, equipped with the necessary skills, knowledge and attributes to succeed. Subsequently, it is our mission to ensure that our disadvantaged pupils make good progress in all areas of their development, this may include: enabling them to catch up with their peers, helping them to excel academically and / or socially and emotionally and nurturing interests and talents.

We believe that all children deserve the absolute best; therefore, we pride ourselves and invest in quality first teaching. This involves our teachers collaborating with one another observing best practice, engaging with research and taking time to reflect and amend practice for the better. We recognise that there is a link between under achievement and pupil premium children and we have the highest aspirations for all. We appreciate that children are unique and subsequently, whilst some disadvantaged children may need additional catch-up support, others (including those who are already high attainers, or those with particular talents) will need stretching and challenging to achieve their full potential.

This statement aims to outline how we nurture and support the development of our disadvantaged children. Our tiered approach will focus upon:

- Early identification of needs through observations, liaising with families and external agencies, and, where appropriate, thorough assessment processes
- Quality first teaching
- Targeted academic, personal and emotional support (led by specialist practitioners) e.g. Talk and Sort, short regular interventions, enrichment opportunities
- Wider strategies linking to whole-school improvement, which will improve outcomes for both disadvantaged and non-disadvantaged pupils e.g. improving experiential learning
- Through careful planning, tracking and monitoring of the disadvantaged provision, all staff have accountability and a shared responsibility. This enables the school to reach evaluative judgements regarding spending and the impact this has had upon children's outcomes and achievements

Challenges

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

Challenge number	Detail of challenge
1	**Narrowing the attainment gap** Through data and diagnostic analysis, it is concluded that there is an attainment gap of around 20% in reading. Further investigations indicate that this is due to some disadvantaged pupils having limited vocabulary and poorer speech, language and communication skills, compared to their nondisadvantaged peers. This leads to children being hindered when reading for meaning. Effective diagnostic assessment is crucial in order to identify specific strengths and weaknesses in these areas and implement the most effective interventions.
2	**Emotional needs** It has been noticed that some of our disadvantaged children find it more difficult to talk about their feelings and emotions and this has affected their wellbeing, which ultimately impacts upon their learning and development. There are a number of factors which the school feels may be contributing to this including: partial school closures, difficulties in self-regulation, limited vocabulary, poor speech, language and communication skills, social worker involvement and other home factors. This statement is further supported by: • National studies, which also highlight the correlation between disadvantaged children and poor wellbeing. What we know is that if children are not feeling safe, happy and secure, their learning and outcomes will be impeded.
3	**Experiential** Our School Improvement Plan aims to address the lack of 'life experiences' for some of our disadvantaged children compared to non-disadvantaged children. There is clear evidence from various studies that experiential learning leads to improved outcomes. The potential lack of experiences that our disadvantaged children miss out on could contribute to limited vocabulary, knowledge and understanding of the world around them. It could also make it harder for them to make learning links across the curriculum
4	**Attendance** When comparing disadvantaged and non-disadvantaged attendance, there has been a pattern noticed by school leaders – pupil premium attendance is lower than non-disadvantaged pupils. The gap fluctuates between 4% - 10%. School leaders recognise that a number of factors may be contributing to this such as: disengagement from parents (many factors may lead to this such as negative experiences of school themselves or not valuing the importance of education), low wellbeing and resilience, lack of enjoyment during their time at 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
Improved speech, language, communication Improved levels of progress and attainment in reading	Early identification of pupils ensures that children are given the targeted support that they need. Data analysis, pupil observation and monitoring indicates that children make good progress from their starting points. This aids their confidence and ability to communicate effectively. As a result, in Summer 2023, 75% of Foundation Stage 1, Pupil Premium children reach ARE in Listening, attention and understanding and 75% reach ARE in speaking. In FS2, 75% of PP children will reach the ELG in communication and language. In Year 1, and Year 2, 85% of PP children make expected or better progress in relation to their reading. Any child who does not make good progress is identified and there is a clear plan in place to support their learning, this may be in the form of an intervention or Personalised Learning Plan (PLP).
Improved wellbeing and engagement Improved confidence to talk about feelings and emotions, which leads to improved self-regulation	Children's wellbeing and engagement are closely monitored and as a result, staff can quickly respond to their needs. A variety of approaches are used in order to support pupils and the school work closely with parents in order to improve wellbeing. Any child who is identified as having low wellbeing is supported and their progress is monitored over time. In the vast majority of cases, this leads to a report of improved wellbeing levels. Children are educated about their feelings and emotions and pupil voice and observations show that children are more confident to talk about their feelings and can share some strategies they may use / apply when they are experiencing differing emotions. 100% of children access forest school provision and teacher observations conclude that this improves self - regulation.
Greater experiential learning opportunities and improved knowledge and understanding of the world	The school have a sequential and well thought out plan towards the experiences that children receive. These experiences enrich the curriculum and allow children to make real-life, meaningful links. As a result, children can talk about experiences they have been part of and they show knowledge and use age appropriate, ambitious vocabulary during their learning. This leads to children developing a genuine interest in the learning and the desire to want to find out more. In addition, this then leads to an increase in attainment across the curriculum. This is supported with data analysis and teacher observation. The school consult with children and have worked with outside agencies in order to offer clubs that are of interest to the children.

	100% of children are offered an enrichment club and at least 85% of these children take up this offer, with subsidised costs being offered to those who are disadvantaged.
Improved and sustained attendance for all pupils, including those who are disadvantaged	A new attendance strategy is implemented across the school and all stakeholders understand this. These systems lead to improved attendance and as a result, the school has 96% attendance in July 2023. The disadvantaged gap is not significant (fewer than 3%).

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: £46,777

Activity	Evidence that supports this approach	Challenge number(s) addressed
T1. Retain high quality TAs so that there is an increase in adult to pupil ratio in every classroom. Ensure all TAs receive the necessary training, particularly with regards to intervention strategies, to maximise outcomes for all pupils.	Evidence suggests that the more effective approaches are structured and involve high-quality support and training, so it is important that teaching assistants have professional development in the pedagogy and content of the specific intervention they are expected to use. Whilst the median cost estimate for the effective deployment of teaching assistant interventions is moderate, differences in training and resource costs through specific teaching assistant taught programmes or interventions means that costs can range from very low to high. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions	1, 2
T2. Employ Forest School Teacher and provide CPD and coaching for staff, including effective use of the outdoor environment.	A recent study established that "long term Forest Schools programmes had positive impacts on children's resilience, confidence and wellbeing" and "positive impacts on children's physical and mental health in addition to improving their social and cognitive competence". The study found that "promoting wellbeing in children enhances their confidence and resilience." https://nestinthewoods.co.uk/forest-school-research/ Evidence within school (observations of pupils / discussions with staff / pupils) already indicates that those pupils who have attended the Forest School provision have demonstrated improved social and cognitive competence and well-being. Therefore, the impact of the provision is high but does require the employment of a Forest Schools specialist teacher / resource costs.	2, 3
T3. Provide CPD for staff regarding promoting wellbeing	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL (social and emotional learning) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Overall, the median costs of implementing SEL approaches are estimated as very low. The costs associated with SEL interventions arise from professional training and development for staff, the majority of which are start-up costs. 2 6 Whilst the median cost estimate for SEL approaches is very low, the option to purchase additional books, resource and materials, and ongoing training and support means that costs can range from very low to moderate. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning	2
T4.Provide CPD for staff to positively impact upon the	There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. There is a strong evidence base that suggests such strategies are inexpensive to implement with very high impacts on pupils' ability to self-regulate.	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
ability of pupils to selfregulate.	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-selfregulation	
T5. Provide CPD, (including around Speech, Language and Communication) for staff in accordance with the school improvement plan (to share best practice and update approaches, if necessary).	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1
T6. Purchase new assessment systems in order to diagnostically analyse data and provide support.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1

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

Budgeted cost: £58,653

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAS1. Additional phonics sessions offered to disadvantaged, including personalised additional tuition	It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Overall, the median costs of implementing a phonics intervention are estimated as very low (if phonics scheme / resources already in place). The costs associated with teaching phonics arise from the need for specific resources and professional training, the majority of which are initial start-up costs paid during the first year of delivery. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics	1
TAS2. Nuffield Early Language Intervention (Reception) and Talk Boost (FS1) to commence with identified children in need of support. (X1 FTE)	Targeted, early support for children who have low speech, language and communication will allow children to express their needs and desires freely as well as being able to fully access the curriculum offering. The correlation between disadvantaged pupils and low SLC has been identified within the school. Overall, the median costs of implementing Oral language interventions are estimated as very low. The costs associated with Oral Language Interventions largely arise from books, resources, and training, the majority of which are start-up costs. Whilst the median cost estimate for Oral language interventions is very low, the option to provide training for staff means that costs can range from very low to moderate. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions	1

TAS3. Personalised reading provision offered to children through trained specialist.	For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. The average cost of individualised instruction is very low. The costs to schools are largely based on teacher professional development, training and the cost associated with digital resources and software for individualised approaches. Adopting individualised instruction will also require a small amount of additional staff time compared with other approaches as interventions are largely delivered during lesson time. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/individualisedinstruction	

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

Budgeted cost: £14,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
WS1. Trained Talk and Sort Champion to provide support for identified children. (0.5 FTE)	Refer to T3. above	2
WS2. Embedding principles of good practice set out in the DfE's Improving School Attendance advice. E.g. appoint Attendance Officer to work alongside Headteacher. Share new Attendance Strategy with all staff and conduct weekly analysis.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
WS3. Design and implement experiential learning opportunities plan and ensure this is accessible for all.	Evidence indicates that one possible barrier to learning for children from disadvantaged backgrounds are related to a lack of opportunities and experiences which contribute to a child's attainment	3

Total budgeted cost: £ 118,880

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 2021 to 2022 academic year.

Aim/Desired Outcome	Strategy/Chosen Approach	Impact/Outcome	Lessons Learn
Improved speech, language, communication Improved levels of progress and attainment in reading.	Language rich environments to be developed Adults in play to support language development (training provided through sharing practice) Talk Boost Intervention and Nuffield Early Language Intervention (NELI) to run across Nursery and Reception Personalised Phonics Interventions to run for children who are behind the pace of learning in Reception, Year 1 and Year 2 Reading Recovery Programme (Personalised Reading) to be delivered to the lowest 20% of readers in KS1	In Summer 2022, the large majority (78%) of PP children reached ARE in Listening and Attention. They outperformed the non-PP children in this area (74%). In Speaking, the large majority (78%) of PP children achieved ARE, outperforming the non-PP children (74%). In FS2, most children eligible for PP (83%) reached the ELG in 'Communication and Language'. This was the same for non-PP children (83%). In Year 1, the large majority (90%) made expected or better progress. Of the PP pupils not making expected or better progress, the large majority (75%) were SEND or attendance was identified as an issue. In Year 2, 88% of children made expected or better progress. Of the PP not pupils not making expected progress, 63% were SEND or attendance was again identified as the main issue.	In measuring the impact, we need to consider how transience may affect a target. In future, quantifiable measures will be set as a parameter (such as 75%-80%) to allow for any movement.
Improved wellbeing and engagement Improved confidence to talk about feelings and emotions, which	Trained Talk and Sort Champion to provide support for identified children Strategies developed to encourage self-regulation	Class Teachers are able to identify changes in behaviour, or low-wellbeing. This is recorded appropriately through CPOMS and reported to the Headteacher and Wellbeing lead. This is ensuring	Following the departure of the previous Talk and Sort lead (T&SL), we have appointed a new lead. Contingency will now factor into any future CPD and a second

leads to improved self-regulation.	Employ a Forest Schools teacher and provide CPD for all staff	that appropriate action is being taken, as needed. In the academic year 21-22, 407 talk and sort sessions took place with the wellbeing lead. Wellbeing lead and class teachers have noted that there has been visible improvement in the children's wellbeing after attending these sessions. 100% of children have had access to forest school sessions and qualitative feedback from these sessions, and from other outdoor learning session, shows that there is a visible improvement in the children's wellbeing	person will be trained alongside the current lead. Closer supervision is in place with the head regularly meeting with the T&SL. Furthermore, planning time is now part of the T&SL role. Due to the number of children being seen by the T&SL and due to some children needing social/emotional support, the T&SL now delivers both individual and group sessions.
Greater experiential learning opportunities and improved knowledge and understanding of the world.	Design an experiences progression document that is accessible to all	A new experience plan has been developed which ensures that purposeful and progressive experiences are planned with key outcomes identified. This ensures that children are having the essential experiences that they need to improve their knowledge and understanding of their current learning. This has been rolled out in the year 22-23. Monitoring of experiences has shown that children are able to discuss their experiences in great depth, linking this to specific areas of learning. All children were offered the opportunity to attend a club with a section for financial support being available for parents to select. Up to spring 2022, there was a 28% uptake of extra-curricular clubs, with 25% of these children being PP.	Extra-curricular opportunities now feature as part of the school day, during the lunch break. These include access to the reading pod, sports, forest school and use of the computer room. As of Autumn 2nd 2022, one FS2 class will join the main playground at lunch and have access to these opportunities. The FS2 classes will be on a rolling programme. This will allow all children to have access to these opportunities.
Improved and sustained attendance for all pupils,	Appointment of an Attendance Officer	School attendance in July 2022 was identified a 94%. PP children's attendance was at 92.5%	School will continue with the rigorous approach as this has

| including those who are disadvantaged. | Implement a new attendance strategy and share with all staff | compared to non-PP children's attendance at 94.97%. This has led to an insignificant gap of 2.47% (less than the target of 3%). | proved effective – such as the phone calls home to parents of children in the Red group. |
| | Weekly meetings with Headteacher and Attendance Officer | | Going forward, further analysis of attendance will allow more flexibility in the Red and Amber groups. These additions will be authorised by the head and shared at SLT meetings. YGLs will then feed this back during PPA sessions. |

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
NA	