

2021-2022



**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	329
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	22 nd November 2021
Date on which it will be reviewed	July 2021
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 If your school is an academy in a trust that pools this funding, state the amount available to your school 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:

- 1. Early identification of needs through observations, liaising with families and external agencies, and, where appropriate, thorough assessment processes*
- 2. Quality first teaching*
- 3. Targeted academic, personal and emotional support (led by specialist practitioners) e.g. Talk and Sort, short regular interventions, enrichment opportunities*
- 4. 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	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 non-disadvantaged 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	<p>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.</p> <p>This statement is further supported by:</p> <ul style="list-style-type: none"> • Teacher's Leuven scale assessments, which have found that disadvantaged children have lower wellbeing and involvement scores when inside a classroom. • National studies, which also highlight the correlation between disadvantaged children and poor wellbeing. <p>What we know is that if children are not feeling safe, happy and secure, their learning and outcomes will be impeded.</p>
3	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	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
<p>Improved speech, language, communication</p> <p>Improved levels of progress and attainment in reading</p>	<p>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 2022, 86% (82% non PP) of Foundation Stage 1, Pupil Premium children reach ARE in Listening, attention and understanding and 79% (82% non PP) reach ARE in speaking.</p> <p>In FS2, 75% of PP children will reach the ELG in communication and language.</p> <p>In Year 1, and Year 2, 85% of PP children make good 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 a PLP.</p>
<p>Improved wellbeing and engagement</p> <p>Improved confidence to talk about feelings and emotions, which leads to improved self-regulation</p>	<p>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.</p>
<p>Greater experiential learning opportunities and improved knowledge and understanding of the world</p>	<p>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 which 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.</p>
<p>Improved and sustained attendance for all pupils, including those who are disadvantaged</p>	<p>A new attendance strategy is implemented across the school and this is understood by all stakeholders. These systems lead to improved attendance and as a result, the school has 96% attendance in July 2022. The disadvantaged gap is not significant (fewer than 3%).</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: £46,777

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>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.</i></p>	<p>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.</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2</p>
<p><i>T2. Employ Forest School Teacher and provide CPD and coaching for staff, including effective use of the outdoor environment.</i></p>	<p>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.”</p> <p>https://nestinthewoods.co.uk/forest-school-research/</p> <p>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 which has been recorded through Leuven Scale assessments. Therefore, the impact of the provision is high but does require the employment of a Forest Schools specialist teacher / resource costs.</p>	<p>2,3</p>
<p><i>T3. Provide CPD for staff regarding promoting wellbeing</i></p>	<p>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.</p> <p>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.</p>	<p>2</p>

	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<i>T4. Provide CPD for staff to positively impact upon the ability of pupils to self-regulate.</i>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	2
<i>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).</i>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<i>T6. Purchase new assessment systems in order to diagnostically analyse data and provide support.</i>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	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
<i>TAS1. Additional phonics sessions offered to disadvantaged, including personalised additional tuition</i>	<p>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.</p> <p>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</p>	1

<i>after school. (x2 FTE)</i>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<i>TAS2. Nuffield Early Language Intervention (Reception) and Talk Boost (FS1) to commence with identified children in need of support. (X1 FTE)</i>	<p>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.</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1
<i>TAS3. Personalised reading provision offered to children through trained specialist.</i>	<p>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.</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	1

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

Budgeted cost: £14,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>WS1. Trained Talk and Sort Champion to provide support for identified children. (0.5 FTE)</i>	Refer to T3. above	2

<p><i>WS2. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</i></p> <p><i>E.g. appoint Attendance Officer to work alongside Headteacher. Share new Attendance Strategy with all staff and conduct weekly analysis.</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>
<p><i>WS3. Design and implement experiential learning opportunities plan and ensure this is accessible for all.</i></p>	<p>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.</p>	<p>3</p>

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 2020 to 2021 academic year.

Despite COVID, the school ensured that the pupil premium provision and quality of education provided to pupils was of a high quality. When the second lockdown was announced in January 2021, the school leaders came to together to ensure that our most disadvantaged children were still able to access the quality of education. Pupil Premium children were identified and, if they were not attending school, their engagement was closely monitored, and support was offered in a variety of ways. This included home visits and work packs and resources being delivered.

The school worked on a national recovery curriculum project, which was shared nationally and globally and leaders feel that the offer to children and parents was aspirational and aimed to mirror the intended curriculum that would have been delivered in school. Please see a link to our archive curriculum from January 2021- March 2021: <https://www.alvastoni.derby.sch.uk/home-learning> The provision offered by our school was commended by other professionals for its quality and it was used by other settings in the local authority and further afield. The impact of this ensured that all groups of children received high-quality teaching.

However, despite the quality of provision offered, it must be noted that whilst working in unprecedented times and many other factors contributing to families' lives, families were understandably unable to deliver the full curriculum, which was offered daily. Upon children's return to school, we used engagement trackers and assessed children to evaluate the impact of the lockdown teaching. Teachers felt that positive impact had occurred in all groups of children, however it was not to the level it would have been, should the children have been in school. Therefore, when the children returned to school, the curriculum was adapted and key priorities were identified, at a whole school level.

Due to the above, the attainment data, across the school, was not as predicted. This was mainly due to us being unable to teach all curriculum aims, in each subject area. For example, despite mathematical operations being taught in lockdown and videos being shared regarding how this should be taught, many children, including the disadvantaged, had misconceptions and gaps in their knowledge. In response to this, subject leaders worked with class teachers to identify priorities within each subject area, in order to ensure children gained the key foundations and could master the appropriate learning with the time we had left. As the children transitioned to the next

year group, key coverage was shared so that class teachers could build on the mastered learning. This led to teachers being unable to confidently say whether children had met and mastered all of the criteria for the expected standard in maths e.g. reading the time to the nearest 15 minutes. This led to 0% of children reaching the expected standard in maths at the end of KS1. In KS1, from the maths content that had been covered, teachers' formative assessment showed that, in relation to their peers, there was an -18% disadvantaged gap. For reading, there was a -17% disadvantaged gap and in reading and writing disadvantaged children performed +1% above their peers.

In EYFS, whilst there was a -30% disadvantaged gap for Good Levels of Development, the attainment of our disadvantaged children was 15% above the Local Authority average for disadvantaged children. In the key areas that we were targeting, in communication and language, there was an -18% gap between the disadvantaged and non-disadvantaged children and in PSED, there was a -16% between the disadvantaged and non-disadvantaged children.

Curriculum:

The recovery curriculum addressed the mental and physical needs of the children, taking into account the effect that lockdown had upon them. Due to the growing mental health concerns that were reported by parents, teachers and other professionals, the school adapted the plan and funded a staff member to work on a 1:1 basis, with identified children 3 x per week. 70% of these children were disadvantaged. Teacher observations, parent comments and pupil voice indicates that these sessions were highly successful and they provided strategies and a safe space for children to share their worries. This resulted in less behavioural incidents, children feeling safe and children being able to access the educational offer. Children were also able to articulate how to keep themselves mentally healthy and identify what they might do if they didn't feel okay.

In relation to physical needs of the children, lunchtime clubs were set up to support children who had gained a significant amount of weight during lock down. The school funded these sessions and discussed concerns, openly, with parents. Teachers and parents stated there was a noticeable difference and all children's fitness improved from their baseline test and many noticeably lost weight. In addition, the school started a fitness challenge, which was shared with parents and carers, in total, there have been 3,507 hits during the lockdown period and to date.

During lockdowns, and as a part of the recovery curriculum, a trained reading specialist continued to educate children remotely, doing live lessons and communicating with parents, regarding progress, twice per week. All of the children who accessed this support were disadvantaged. Teachers made comments regarding the significant progress the children had made and how this improved their fluency attitudes towards learning and their confidence. A written record of the sessions was shared with class

teachers and has been stored as evidence. This reading recovery continued when were safely able to attend school and after school clubs were also provided to children, so that we could make a positive impact to more disadvantaged children. The vast majority of these children reached ARE at the end of the year and the gap was significantly narrowed. Whilst there is still a -15% gap, the 15% of children who were below ARE had additional special needs.

To access this provision, all disadvantaged children were offered a loan of a laptop, data sim with internet, an iPad and a physical pack of work during lockdown periods and this led to the vast majority engaging to some degree. (See lockdown engagement file.)

In terms of Speech, Language and Communication, pupil premium passports document the high levels of support children accessed and this had a clear impact upon children's learning, which has been documented in the NELI analysis and Talk Boost analysis. This is further evidenced with the pupil attainment at the end of EYFS (see above).

Whilst providing rich experiences for the children during lockdown was a challenge, specialist music lessons were offered to children from Sept-Dec and from March – July. In addition, lockdown concerns and experiences were offered to children with over 100 participants during this time. Other experiences were offered and were fully funded e.g. Science Workshop, Chick experiences, performance poetry with author, Derby Book Festival, the Rams Trail, local famous and notable people came in to showcase their talents e.g. Kid Karam, theatre groups and musicians, virtual performances and assemblies with contrasting schools.

Forest school provision continued to take place and this improved children's wellbeing and involvement levels. All children accessed forest schools sessions.

Parental engagement levels improved significantly and over 178 parents participated in a survey, with 95% of parents stating that they felt well supported by the school. Many parents stated that during lockdown, they learnt a significant amount from the teachers' videos and explained how beneficial this was when helping their children learn. During lockdown a range of media was used so that parents and families could access education and key messages: E.g. videos, live events/lessons, letters etc. Other workshops were well attended- some of these were virtual and some were in person. At parents' request, these have also been recorded so that they could access them at their leisure. These were well attended by parents and feedback stated they found the sessions useful. Parental engagement – considered media e.g. archive – videos, letters, dojo, homework packs, laptops

Due to COVID, attendance remained a concern, however, we ensured daily phone calls were made and these were recorded via CPOMS. Home visits were also conducted for any children who were not engaging and referrals were made to the

Educational Welfare Officer and / or social care or the police. In July, our attendance was 95.71% overall, despite COVID. We feel this was due to the parental partnerships established and the emphasis put on the importance of attending school. There was a negligible attendance gap between disadvantaged and non-disadvantaged children and this highlights the impact of the strategies. A new attendance strategy was trialled and agreed by all staff and Governors.

Aspirations:

Extra-curricular clubs were unable to take place however, these were offered to children during the school day, in line with our risk assessments, see arts section above. During our whole school 'Has Derby got Talent Topic', children explored a range of different jobs and talents. Children were identifying their own talents and had chance to explore and experience a range of different talents. Children were offered free dance trial classes and gymnastic taster sessions. This led to children becoming inspired by local people and aspiring to become like them. The vast majority of children could articulate at least one of the experiences and were aware of what talents they may have or what skills they would like to work on for it to become a talent. One child even taught himself breakdancing in his own bedroom after learning about Kid Karam see link: <https://youtu.be/68IPZPGoYKo>

Monitoring:

Pupil Premium logs were introduced to ensure that a bespoke approach towards each pupil premium child was offered. This led to children making good progress in specific areas and / or excelling in areas. E.g. high attaining pupil premium children. Staff voice also stated that this allowed them to better understand and track the pupil premium provision.

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
N/A	

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?	N/A
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.