Pupil Premium Strategy Statement – Church Gresley Infant and Nursery 2024-2025

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	269 and 54 in Nursery
Proportion (%) of pupil premium eligible pupils	2022 62 (24%) 2023 59 (22%) 2024 65 (24%)
Academic year/years that our current pupil premium strategy plan covers	2023-2024 2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jo Cripps
Pupil premium lead	Natalie Yates (KS1 Interventions)
Governor / Trustee lead	Sharon Inglis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 93,882
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£93,882

Part A: Pupil premium strategy plan

Statement of intent

At Church Gresley Infant and Nursery school, we have a large number of pupil premium pupils with complex lives. Our intention is that all pupils, irrespective of the challenges they face, will make good progress from their starting points and achieve the very best they can across all subject areas. As a result, we aim to reduce the wide gap between pupil premium and non-pupil premium pupils in all areas.

High quality teaching and purposeful assessment, together with a broad and balanced curriculum is our main approach to reducing this gap with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our core values and school culture of excellence ensure that all pupils have high expectations of themselves and we aim for them to achieve beyond what they think is possible.

We are aware our pupil premium pupils face a range of barriers to learning, so our approach cannot simply be academic. We will respond to common challenges and individual needs, basing our approach on thorough diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other in order to help our pupils achieve their personal targets. To ensure they are effective we will:

- make sure disadvantaged pupils are challenged in the work they are set
- act early to intervene as soon as a need is identified
- implement high quality interventions, confirmed by research to close the gaps in children's learning
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- support pupils' social, emotional and behavioural needs through a range of targeted interventions and extra-curricular activities in order to support effective learning
- support parents with attendance, as well as socially and emotionally, as we know a home-school partnership is vital in securing the best outcomes for these children

Challenges

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

Challenge number	Detail of challenge
1	There are a large number of children with complex social and emotional difficulties and/or ACEs (Adverse Childhood Experiences) with social worker involvement in many cases. This can adversely affect their behaviour for learning and attainment. Some parents need additional support to engage more positively with learning at home. 22% of our PP pupils have special needs, and attendance is an additional problem with some of these pupils.
2	Children lack concentration skills and are easily distracted. They can lack resilience and perseverance and in many cases, they also lack confidence.
3	Poor fine motor skills resulting in poor number and letter formation and issues with letter size and orientation.
4	Across all year groups, retention of learning is a huge issue. Many of our PP pupils come back to school in September, having forgotten a lot of what they have learnt. In year 1, many PP pupils struggle to blend, even when they recognise individual sounds; after the summer break, a third struggled to retain all of the phase two sounds. Other children have gaps in their knowledge of diagraphs and struggle to spot them within words. 45% of PP children did not achieve ELG in word reading. In year 2, the main issue is with handwriting and inaccurate spelling/application of phonics. There were 7 PP children who did not pass the phonics check at the end of year 1.
5	We are aware that in our year 2 cohort for 2024/25, there are large gaps between PP and Non-PP across reading, writing and maths, with the percentage of children achieving Age Related Expectations in writing the lowest.

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
In Year 2, reduce the gap between PP and Non-PP children in writing (Jul 24: 24%)	Assessments and book scrutiny show Year 2 PP children are writing in coherent, correctly punctuated sentences, leaving finger spaces, applying phonics to spell accurately and using more adventurous and ambitious vocabulary. New vocabulary is discussed and displayed on working walls in each classroom. Pupils are exposed to a wide range of texts, which use adventurous and ambitious vocabulary.
A consistent approach to the teaching of phonics and reading with increased recognition and recall of graphemes, improved blending/word reading and a reduced gap between PP and Non-PP (Jul 24: 26%)	Reading outcomes by the end of year 2 will demonstrate that the gap has closed between PP and non-PP pupils. The proportion of children including PP who pass the phonics check at the end of Year 1 will be at least in line with the national average. The proportion of Year 2 children that retake and pass the phonics check continues to be above national level. New reading assessments in place to assess fluency in reading. Use of Phonics Tracker to highlight gaps and share these with parents to encourage practise at home. Focus on blending in EYFS, to be included in Continuous Provision. Extra phonics sessions each week (x4).
Handwriting, letter/number formation and presentation is given a high priority across all year groups. There is an emphasis on the development of fine motor skills in the Early Years	Consistent approach to the teaching of handwriting across school. Early Years/Year 1: Essential Letters and Sounds Handwriting (Print) Year 2: Letterjoin Pre-cursive Assessments and book scrutiny show that children across school are forming letters and numbers correctly, with no reversals. Letters are of the correct size with obvious ascenders and descenders. Letters and numbers in Reception are formed correctly from the outset.
In Year 2, reduce the gap between PP and Non-PP children in maths (Jul 24: 37%)	Thorough assessments will highlight where the gaps are so that appropriate and timely interventions can be successfully implemented and the gaps closed.

A whole school culture of excellence allows children to achieve beyond what they think is possible. Improved metacognition around learning and reinforcement of high expectations.	Improved concentration and resilience. Children persevere at tasks and are willing to challenge themselves. Use of working walls and scaffolding will help pupils to achieve more independently. As a result, the quality of work will be improved.
Our complex children feel happy, safe and ready to learn.	Staff have a good understanding of children's barriers to learning and subsequently a range of interventions have helped them to learn and achieve.
Our home school partnership is improved so that parental engagement and support increases and attendance levels improve across school.	Attendance levels will improve to match national levels across all groups of pupils, including PP. Targeted support for parents will improve engagement with their child's learning, leading to increased attainment.

Activity in this academic year **This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.**

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 31,067

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD 2024/25 The development needs of all staff will be met through INSET and other training to ensure teaching will be effective, consistent and of high quality across all subjects: Nathan Morland (Research School) Using research as a basis for trying different approaches and taking risks Reading Assessment – focus on fluency Embed fundamentals in writing including handwriting/improve content of writing New schemes of work for D&T, Art, PE Enhancement of maths teaching and curriculum planning through membership of NCETM and training to extend and improve exposure to greater depth maths for all children	EEF research states that ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving, is the key ingredient of a successful school and should be a top priority for PP spending	1,2,3,4,5

Embed scientific enquiry (JTMAT training) Changing Lives – Mental Health & Well-Being Beacon Schools Training Videos We are also supporting 2 ECTs through a recognised training programme.		
CPD 2024/25 Weekly focused monitoring time is given to EYFS, maths and English leads to ensure that the learning experience for all children is matched to their needs. Termly focused monitoring time given to all subject leads to ensure the curriculum in its broadest sense is well matched and meets the needs of all pupils, with a focus on reducing the gap between pupil premium and non-pupil premium pupils so that children make good progress from their starting points. **Management/monitoring time is to include specific focus on PP children**.	EEF research states that ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving, is the key ingredient of a successful school and should be a top priority for PP spending	1,2,3,4,5
Thorough and regular assessment is in place to identify gaps in learning and establish new targets. Termly pupil priority meetings ensure help is provided promptly once needs are identified.	EEF literacy strategy emphasises the importance of collecting high quality up to-date information about pupil's current capabilities and adapt teaching accordingly to focus on exactly what pupils need.	3,4,5

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

Budgeted cost: £ 34,611

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain a 0.4 teacher to deliver high quality, targeted lessons for KS1 in receipt of PP Year 1 Phonics: Phase 2/3 phoneme recognition, spot digraphs within words, blending; 1:1 readers Writing: Handwriting and application of phonics in dictated sentences (children who are secure at reading phase 3) Year 2 Writing: letter formation, application of phonics, sentence construction and punctuation Phonics: phoneme recognition, spot digraphs within words, blending (Y2 children who failed Phonics Check in Y1); 1:1 readers	Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment. Teaching, although linked to the curriculum, is clearly focused and based on gaps in knowledge, following thorough baseline assessment. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition | Teaching and Learning Toolkit | 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 Toolkit)	2,3,4,5
Implement ECAT for Reception and Nursery children along with Phonics intervention and Bucket Time to improve focus and concentration	Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. Areas with potential for improvement include self regulation strategies. ECAT is a recognised and established programme, invested in by the government for developing early language acquisition. EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils progress.	1, 2
Implement Precision Teaching, Toe by Toe (blending intervention) and SALT on a 1:1 basis to support identified children with key skills	Precision teaching uses the Instructional Hierarchy (Haring and Eaton, 1978**)** to build up fluency and accuracy in a particular skill so children can then generalise and	2,4,5

	adapt their learning. It uses a structured method of monitoring and assessing progress, specific and individualised to the needs of the child. With decreasing instruction pupils learn to apply the skills to novel material or under different conditions	
Deliver First Class at Number intervention for targeted groups of Year 2 children	An EEF trial showed that First Class at Number had a positive impact on particularly the lowest attaining pupils. EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils progress.	2,3,4,5
Deliver phonics intervention in KS1 (Year 2 to target the children who failed the phonics check in Year 1)	EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils progress. 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 Toolkit) ELS is a recognised DFE systematic phonics scheme with proven results.	2,3,4,5
Deliver handwriting intervention in KS1 to those children with poor fine motor skills and pencil control	One of the EEF's literacy recommendations is to promote fluent written transcription including writing and spelling practise. EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils progress.	2,3,4,5

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

Budgeted cost: £ 27,783

Activity	Evidence that supports this approach	Challenge number(s) addressed
CAFSO and JTMAT attendance officer to support all children and families whose attendance falls below 96%. Headteacher closely monitors attendance for all pupils and there is a clear and unambiguous graduated approach to tackling poor levels of attendance.	'Regular attendance is linked to improved academic attainment' There is clear evidence from EEF reviews that better attendance directly relates to higher achievement. The NCES states that while teacher effectiveness is the most important factor in achievement, student attendance also directly related to their achievement.	1,2
Nurture facility provides clear, structured support for our most vulnerable of children.	Nurture is a recognised, short term focused strategy to help address barriers to learning arising from social, emotional and behavioural difficulties	1,2
Staff use recognised techniques and programmes to support the wide ranging SEMH needs of our children, including those who have additional behavioural needs. These include: 1:1 wellbeing sessions, Friendship Club, Nurture (Rainbow), sensory circuits, Lego six bricks, SULP, sensory/calm area, grief and bereavement counselling. Use of The Colour Monster book and materials in every class to encourage children to discuss and recognise how they are feeling in order to help them self-regulate.	EEF found that there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life in relation to physical and mental health, school readiness and academic achievement	1,2
Behaviour Policy focuses on our five core values: Respect, Kindness, Honesty, Resilience and Independence Consistent rules and routines established so that all children as they move through school are completely clear on expectations	Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom It is crucial to maintain high expectations for pupils and to embed a consistent approach across the school. Successful approaches may also include social and emotional learning interventions and parental engagement approaches. Behaviour interventions | Teaching and Learning Toolkit | EEF	1,2

To provide places at all our after school clubs, some wider curriculum trips e.g. theatre trip and trips closely linked to the curriculum, and lunchtime opportunities for sports club participation for our most vulnerable pupils SH Active provide extra PE sessions to support children with gross motor control, high energy levels and concentration	EEF found that 'there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life in relation to physical and mental health, school readiness and academic achievement'	1,2
CAFSO arranges courses for parents to enable them to engage and support their children better and to continue working with Pingle Early Help (which provides support in the home): Derbyshire NHS Healthy Eating on a Budget/Healthy Eating Top Tips The Solihull Approach to Parenting (through De Ferrers Trust) Compass Changing Lives	EEF recommend providing practical strategies to support children's learning at home. The Solihull Approach aims to help parents better engage with their children at home. This is recommended in EEF behaviour recommendations. Subject leads provide workshops for parents and target PP parents. Compass Changing Lives is an NHS funded organisation supporting children's mental health and well-being together with support for parents.	1,2
Further support for parents, including: maths and phonics workshops, open mornings for all subjects, reading and maths breakfasts, weekly sessions for parents to listen to children read, parent evenings with targets to support their children at home and more frequent opportunities to communicate positively with parents CAFSO organises Christmas Crafts, food hampers and Derek's Tree at Christmas to support our more vulnerable Families including PP children.	EEF states in their 'menu of approaches' that levels of parental engagement are consistently associated with improved academic outcomes.	1,2

Total budgeted cost: £

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

Results at the end of KS1 2023-2024
Writing: 63% EXP+ (6%GD) **PP:** 56% EXP+ (6%GD) **Non-PP** 64% EXP+ (6%GD)
April 2024: Gap 13% Jul 2024: Gap 8% National: 62.2%est.
(58% of children had achieved EXP at the end of Year 1, an increase of 5%)
Reading: 68% EXP+ (20%GD) **PP:** 61% EXP+ (28%GD) **Non-PP** 69% EXP+ (18%GD) **April 2024: Gap 9% Jul 2024: Gap 8% National: 71%est.**
(65% of children had achieved EXP at the end of Year 1, an increase of 3%)
Maths: 77% EXP+ (11%GD) **PP:** 73% EXP+ (17%GD) **Non-PP** 78% EXP+ (10%GD)
April 2024: Gap 19% Jul 2024: Gap 5% National: 71%est.
(70% of children had achieved EXP at the end of Year 1, an increase of 7%)
From the data, we can demonstrate that our approach with the year 2 cohort in 2023-24 effectively reduced the gap in all areas between pupil premium and non-pupil premium children. We have also improved the number of children achieving age related expectations year on year. Pupil Premium children attended a focused writing intervention and other interventions included phonics, reading comprehension, greater depth maths and handwriting.

Results End Year 1 2023-24
Writing: 53% EXP+ (2%GD) **PP:** 35% EXP+ (0%GD) **Non-PP** 59% EXP+ (3%GD)
April 2024: Gap 22% Jul 2024: Gap 24%
Reading: 72% EXP+ (15%GD) **PP:** 52% EXP+ (4%GD) **Non-PP** 78% EXP+ (18%GD)
April 2024: Gap 24% Jul 2024: Gap 26%
Maths: 66% EXP+ (8%GD) **PP:** 39% EXP+ (4%GD) **Non-PP** 76% EXP+ (9%GD)
April 2024: Gap 29% Jul 2024: Gap 37%
We are aware that the gaps between PP and Non-PP are large. The pupil premium children in this cohort are particularly complex with a range of needs and/or ACE, including cognition and learning, SEMH, ASD/ADHD, sensory, physical and behavioural issues. They include LAC, social care involvement, trauma, bereavement, attendance issues, a child who has had multiple strokes and another with suspensions. That said, all children made very good progress, some from very low starting points.

Pupil Premium children attended a focused phonics intervention and other interventions included basic maths skills, phonics and handwriting. 83% of pupils passed the Year 1 Phonics Check, with 70% of PP pupils achieving the pass mark, indicating the positive impact of phonics intervention and the consistent approach to the teaching of phonics across the whole school, with increased recognition and recall of graphemes and improved blending. Gaps will be addressed through a focus on developing consistent, high quality teaching across the curriculum, in addition to small group intervention delivered by teachers and teaching assistants. Thorough termly assessments of pupil premium children will highlight gaps in learning and next steps, with detailed progress reports for teachers and TAs, including data tracking and new targets. Termly Pupil Priority meetings will be held to discuss concerns, identify needs and plan intervention.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information

What does Pupil Premium Support look like in the classroom?

- *Quality First teaching for **all children***
- *All staff aware of individual needs of PP children in their class (SEND, SEMH, SP&L, Behaviour) and target them for Nurture, Well-being sessions, Friendship Club, Calm Corner*
- *Self-regulation strategies employed in all classrooms*
- *PP Interventions teacher provides termly assessment data/reports with gaps and new targets to all KS1 teachers/TAs and termly Pupil Priority meetings are held to discuss concerns, identify needs and plan intervention*
- *Governor with responsibility for Pupil Premium/SEND in school every week to support SENDCo/PP Interventions teacher; hear readers, work 1:1 on targets*
- *School Research Advocate attends half-termly research update briefings and provides reports to staff highlighting information to support Pupil Premium pupils*

In Addition:

Early Years

- *High quality interactions with **all children.** EY Picture News used to encourage talk*
- *Development of fine motor skills through e.g. Dough Disco, Squiggle whilst you Wiggle*
- *PP children targeted for interventions e.g. Phonics, ECaT, with adult support on the carpet*
- *Half-termly assessment grids for Communication & Language and Literacy to highlight gaps in learning for PP children*
- *Reward systems, e.g. sticker charts, to support coming into school; Home-school communication book; support with boundaries and behaviour*
- *Self-regulation strategies employed within the classroom*
- *Strategies to encourage parental engagement, e.g. Reading Bear to promote reading at home*

Key Stage 1

- *If appropriate, PP children have adult support in small groups and are taught in maths and English target focus groups as necessary*
- *Targeted for Precision Teaching/afternoon interventions with TA*
- *TA support in phonics; maths workshops; extra 1:1 reading; scaffolding through checklists, stem sentences, 'I do, we do, you do…', Misconception Martin, practical maths resources*
- *PP Interventions teacher provides personalised resources to scaffold and support learning in the classroom e.g. sound mat, letter formation sheet, SAM, 'bed' bookmark, flashcards*
- *Individual needs addressed, e.g. coloured ruler/whiteboard, printing rather than cursive handwriting, individual work area, quiet area*
- *Teachers check children are secure before they leave the carpet to begin independent task and check in on them throughout the session*
- *PP Interventions teacher provides support in class to ensure application of learning (Year 2)*