Pupil premium strategy statement – Church Gresley Infant and Nursery 2023-2024

Before completing this template, read the Education Endowment Foundation's guidance on using your pupil premium funding effectively and DfE's using pupil premium guidance, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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	268 and 44 in Nursery
Proportion (%) of pupil premium eligible pupils	2022 62 (24%) 2023 59 (22%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2024 2024-2025
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jo Cripps
Pupil premium lead	Natalie Yates (KS1)
Governor / Trustee lead	Sharon Inglis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,935
Recovery premium funding allocation this academic year	£8,265
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£91,200

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. We also 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. 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
- use 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 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 high numbers 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. Many have parents who are separated and parents need additional support to engage more positively with learning at home. 17% 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, nearly half of them struggled to retain all of the phase two sounds. Other children have gaps in their knowledge of diagraphs. Half of these children did not achieve ELG in word reading. In year 2, sentences lack coherence, with incorrect use of punctuation, lack of finger spaces and inaccurate spelling/application of phonics
5	We are aware that there are gaps in attainment in maths and reading between PP and non-PP in year 2 and that these will need to be addressed. There are also some gaps in basic maths skills in year one.

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
Reduce the gaps in learning that have appeared in children's writing over the summer break. Improve metacognition around learning and reinforce high expectations.	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 spelling with increased recognition and recall of graphemes, improved blending/ word reading and a reduction in gaps in learning.	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 re-take and pass the phonics check continues to be above national level. Reading outcomes by the end of year 2 will demonstrate that the gap has closed between PP and non-PP pupils.
Handwriting, letter and 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	Assessments and book scrutiny show that children across school are forming letters and numbers correctly, with no reversals. Letters in KS1 are of the correct size with obvious ascenders and descenders. Letters and numbers in Reception are formed correctly from the outset.
To reduce the gaps in maths and reading between PP and non-PP pupils in year 2. To reduce the gaps in basic maths skills for some children in year one.	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 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 (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: *£ 39,700*

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: The development needs of all staff will be met through INSET- 'Excellence in Education', 5 a day adaptive teaching, Walkthru training including whole class questioning techniques, scaffolding, establishing expectations, modelling techniques and worked examples. Every teacher has a research target as part of their performance management. MAT inset training supporting the social, emotional and mental health needs of our most vulnerable children. Autism friendly training. We are also supporting an ECT through a recognised training programme.	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	1,2,4,5
CPD: 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 given to all subject leads to ensure the curriculum in its broadest sense, is well matched and meets the needs of all pupils, with	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

a focus on reducing the gap between pupil premium and non-pupil premium pupils so that children make good progress from their starting points.		
Retention: Maintain a 0.4 teacher to deliver high quality, targeted lessons for KS1 in receipt of PP Year One: phonics, 1:1 readers, maths Year Two: handwriting, application of phonics, sentence construction and punctuation, 1:1 readers An additional 0.1 teacher to work with Reception children on self-regulation and other PSED	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. 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.	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.	1,2,3,4,5

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

Budgeted cost: *£ 14,200*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement ECAT for Reception and Nursery children	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.	2

Implement Precision Teaching on a 1:1 basis to support identified children with key skills	Precision teaching uses the Instructional Hierarchy to build up fluency in a particular skill so children can then generalise.	2, 5
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.	2,5
Deliver phonics intervention in KS1 (year 2 to target the children who failed the phonics check in year 1)	ELS is a recognised DFE systematic phonics scheme with proven results EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils progress.	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.	3

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

Budgeted cost: £ *37,248*

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, SULP, sensory circuits, lego six bricks.	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
To provide places at all our after school clubs, some wider curriculum trips eg theatre trip and trips closely linked to the curriculum, and lunchtime opportunities for sports club participation for our most vulnerable pupils	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 provides course 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).	EEF recommend providing practical strategies to support children's learning at home. Our CAFSO provides 'Incredible Years' parenting courses 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.	1,2
Further support for parents, including being invited to workshops, open mornings, reading sessions, parent evenings and communicating positively with them more frequently	EEF states in their 'menu of approaches' that levels of parental engagement are consistently associated with improved academic outcomes.	1,2

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Results at the end of KS1 2022-2023
Year 2 Writing: 62.3% EXP and above (6.7% GD) **PP:** 50% EXP **National:** 61% (45% of children had achieved EXP at the end of Year 1, an increase of 17.3%)
Year 2 Reading: 73.3% EXP and above (21% GD) **PP:** 70% EXP **National:** 69% (60% of children had achieved EXP at the end of Year 1, an increase of 13.3%)
Year 2 Maths: 65.5% EXP and above (13.3% GD) **PP:** 38.4% **National:** 72% (57% of children had achieved EXP at the end of Year 1, an increase of 8.5%)

Whilst we exceeded the National standard in reading and writing at the end of KS1, we are aware that there were still gaps between pupil premium and non-pupil premium children in attainment, especially in maths. However, in writing, pupil premium pupils demonstrated expected or better than expected progress from their starting points. Nearly half of our PP 2023 cohort had additional needs or EAL. Whilst we are aware the gap between pupil premium/non-pupil premium pupils in maths is high, more pupil premium pupils made expected progress in maths by the end of year 2 compared to the end of year 1. Our PP intervention focused on writing as this was where the largest gap was at the beginning of Year 2.

Year 1 2022-2023

In Year 1, at the end of 2022-23, 58% of children achieved the expected level in writing, compared to 48% of pupil premium children; 65% achieved the expected level in reading, compared to 53% pupil premium and 70% achieved the expected level in maths compared to 59% pupil premium. Current interventions for these children as they settle into Year 2 are focussing on writing as pupil priority meetings demonstrated that more PP pupils were causing concern in writing than in maths or reading.

Phonics results demonstrated 82% of pupils passed the phonics check, with 84% 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.

The gaps continue to be addressed through our focus on developing 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 (optional)

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)*
- *PP Interventions teacher provides termly assessment data/reports with gaps and new targets to all KS1 teachers/TAs*
- *Termly Pupil Priority meetings are held to discuss concerns, identify needs and plan intervention*
- *Governor with responsibility for Pupil Premium/SEND in school every Thursday from the end of November to work with children in class and support SENDCo/PP Interventions teacher; hear readers, work 1:1 on maths targets*

Early Years

- *PP children targeted for interventions including PSED and ECaT; speech and language targets*
- *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*

Year 1

- *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*
- *Individual needs addressed, e.g. coloured ruler/whiteboard, printing rather than cursive handwriting*

Year 2

- *Extra 1:1 reading*
- *Check children are secure before they leave the carpet to begin independent task and check in on them throughout the session*
- *Maths workshops; PP children are taught in maths and English target focus groups as necessary*

Targeted for Precision Teaching/afternoon interventions with TA