Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Church Gresley Infant and Nursery School
Number of pupils in school	264, 39 Nursery
Proportion (%) of pupil premium eligible pupils	69 children in Oct 21 27% 62 children Oct 22 24%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022/2023 2023/2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jo Cripps
Pupil Premium Lead KS1 Pupil Premium Lead EYFS	Natalie Yates Elaine Lenton
Governor / Trustee lead	Sharon Inglis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,965
Recovery premium funding allocation this academic year	£10,005
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	£107,970

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, especially in reading and writing.

High quality teaching is our main approach to reducing this gap with a focus on areas in which disadvantaged pupils require the most support.

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. Many have parents who are separated and there is limited parental support and engagement with learning at home.

2	High percentage of PP children have special needs, speech and language problems or are EAL, and attendance from some children is poor.
3	Children lack concentration skills and are easily distracted. They can lack resilience and perseverance.
4	Poor fine motor skills resulting in poor number and letter formation and issues with letter size and orientation.
5	In year 1, some PP children struggle to blend/segment, even when they recognise phase 2 sounds. The majority still have large gaps when recalling phase 3 sounds.
6	In year 2, sentences lack coherence, with incorrect use of punctuation, lack of finger spaces and inaccurate spelling/application of phonics.
7	Children lack the ability to speak in coherent, grammatically accurate sentences. Assessments, observations and discussions with pupils indicate under-developed oral language skills and a lack of understanding of more adventurous/subject specific vocabulary.

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 oral language skills and vocabulary impacting on writing	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Book scrutiny shows the use of extended sentences and adventurous language choices. 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.
Embed the ELS phonics scheme across school to ensure a consistent approach to the teaching of phonics, increased recognition and recall of graphemes and improved blending	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. End of year 1 reading outcomes in 2022/23 will show that at least 70% of the PP pupils will meet the EXP standard End of year 2 reading outcomes will show that at least 65% of the PP pupils will meet the EXP standard.
Embed Letterjoin across all curriculum subjects to ensure handwriting is consistent across school	Assessments and book scrutiny show children are forming letters correctly and of the correct size with obvious ascenders and descenders.

Improved concentration and resilience. Children persevere at tasks and are willing to challenge themselves. Stamina for writing is improved.	Increased amount of writing from year 2 PP pupils; increased focus and concentration maintained for the length of intervention sessions. Improved motivation. Use of working walls and scaffolding to enable pupils to work and achieve independently.
Improved writing in year 2	Assessments and book scrutiny show year 2 PP children are writing in coherent, correctly punctuated sentences, leaving finger spaces and applying phonics to spell accurately. End of KS1 writing outcomes in 2022/23 show that at least 65% of disadvantaged pupils met age related expectations.
Improved parental engagement and support and increase attendance for PP pupils	Attendance for all pupils will improve so that it matches National levels of 96%(Non PP 94%, PP 92% end of 2021/22). Sustained high attendance for PP pupils will be achieved. Parents of PP pupils will be directly targeted to attend any school events.

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: £ 48,242

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS, Maths and English Leads have weekly management time to ensure that the learning experience for **all** children is matched to their needs and addresses the gaps in learning as well as being sufficiently challenging, 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.	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'	4,5,6,7
CPD: 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.	As above	3,5,6,7
CPD: The development needs of all staff will be met through Emotion Coaching, INSET - Reducing the Vocabulary Gap, Nurture Training, Working Memory and Spaced Retrieval Training	EEF evidence summaries show that oral language interventions have a high impact. Rosenshine's Principles show how learning in small steps and retrieval help a move to long term memory. EEF research also shows that self-regulation specific teaching can help pupils develop their approach and resilience.	2,3,7
Retention: Maintain a 0.4 teacher to deliver high quality, targeted lessons for KS1 children in receipt of PP - Year 1: phonics, handwriting, 1:1 readers. Year 2: writing, phonics/guided reading (lowest 20%), 1:1 readers EYFS: teacher to work 1 hour a week with pupil premium pupils and	EEF research and specific PP guidance advocates a thorough knowledge of disadvantaged pupils levels of attainment using a mixture of standardised assessments and teacher assessments to understand the gaps and then small groups of specific targeted teaching to close the gaps. See the EEF's guide to Pupil premium and the EEF's	3,4,5,6,7

the lowest 20% on the language of maths and number recognition	Teaching and Learning toolkit as well as DFE's approaches to learning for PP pupils	

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

Budgeted cost: £ 16,038

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement NELI for Reception children and ECAT for Nursery	NELI and ECAT are both recognised and established programmes, invested in by the government for developing early language acquisition.	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. It is recognised for	2, 5,7
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.	
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	5
Deliver handwriting intervention in KS1 to 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 practive.	4

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

Budgeted cost: £ 43,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
CAFSO and EWO to support PP children and families whose attendance falls below 96%	'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,	2

	student attendance also directly related to their achievement.	
To provide training and staff to set up and develop a new Nurture facility for our most vulnerable pupils and to provide a Positive Play worked for some 1-1 work.	Nurture is a recognised, short term focused strategy to help address barriers to learning arising from social, emotional and behavioural difficulties	1,2
To provide places at all our after school clubs and some wider curriculum trips, eg theatre for children whose parent cannot afford them	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
CAFSO to continue to provide courses for parents to enable them to engage and support their children better and to continue working with Pingle Early Help in su	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

Total budgeted cost: £ *107,825*

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.

Whilst we met or exceeded the National standards in reading and writing at the end of KS1, our internal assessments in addition to results achieved via end of KS1 statutory assessments show that the gap between PP pupils and Non-PP pupils was large in both year 1 and year 2, therefore our aim to raise attainment in PP pupils was not fully realised.

We thoroughly reviewed all areas of the curriculum and developed clear progression maps and a learning intent for all subjects. Monitoring time for all leads provided them with the opportunity to observe teaching in their subjects, to look at books and to talk to pupils about their likes and dislikes. This enabled the leads to ensure the curriculum in their subject matched to the needs of our children. Many subject leads accessed training and development from the MAT and all staff attended a full INSET day on vocabulary acquisition

We have developed consistent language across the subjects to enable children to learn appropriate and important definitions thoroughly. We improved spelling by developing ‘word of the week’ using mnemonics. We have used ‘magpie word lists’ to enable children to utilise a wider range of vocabulary. Both NELI and ECAT were established as interventions and the children who accessed them made excellent progress. A higher number of pupils achieved the ELG in Listening, Attention and Understanding and Speaking compared to last year. We achieved a 78% pass rate in the phonics test which was higher than National at 75%. Our reading results at the end of year 2 were higher than the National at 68% compared to 67% National.

Our attendance was slightly below National at 93% compared to 96% in 2019. PP were 92% attendance. We have not achieved a higher percentage of PP attendance but are working closely with the JTMAT EWO to improve this.

Externally provided programmes

Programme	Provider
White Rose	White Rose Maths
Oxford Owl	Oxford University Press
Number Sense	Number Sense Maths
Letterjoin	Letterjoin
Discovery Education Espresso	Discovery Education