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	Church Gresley Infant and Nursery School
Number of pupils in school	270 Infants, 53 Nursery
Proportion (%) of pupil premium eligible pupils	53 children in Oct 20, 21% 72 children in Oct 21, 27%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2022 initially
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jo Cripps, Louise Mansell
Pupil premium lead	Natalie Yates
Governor / Trustee lead	tbc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,285 tbc
Recovery premium funding allocation this academic year	£7,830
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	£79,115 tbc

Part A: Pupil premium strategy plan

Statement of intent

At Church Gresley Infant and Nursery school we aim to reduce the gap in attainment for our disadvantaged children across the curriculum, compared to non-disadvantaged children. At the end of Reception, the gap will reduce to 4% in reading and maths and 10% in writing. At the end of year 2, the gap will reduce to a maximum of 4% in reading, 10% in writing and 5% in maths.

Pre-pandemic, the strategies that we employed to reduce the gap in attainment had been successful. Our current plan includes implementing some of these proven strategies.

Key Principles are:

1. To provide high quality teaching for all pupils by ensuring that the staff have high quality, targeted professional development and that the curriculum is designed to meet the needs of our children.
2. To deliver high quality interventions, confirmed by research to close the gaps in children's learning.
3. To direct resources to provide effective enrichment activities to improve attendance and well-being.

Challenges

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

Challenge number	Detail of challenge
1	Children in all year groups lack resilience and perseverance, particularly in reading and phonics.
2	There are higher numbers of children who have complex social and emotional difficulties and/or ACEs (Adverse Childhood Experiences). Many have struggled with limited social interaction during lockdowns.
3	Children lack concentration skills and are easily distracted.
4	Children struggle to blend, even when they recognise phase 2 sounds and majority do not recall phase 3 sounds.
5	High proportion of PP children also have special needs or are EAL.
6	Limited parental support and engagement with learning at home in all year groups.

7	Poor fine motor skills, resulting in poor number and letter formation, orientation, sizing in Y1 and Y2 children.
8	Language development and speech on entry into Nursery is below national averages for a significant number of pupils but particularly those eligible for PP. This affects children's ability to speak in coherent, grammatically correct sentences.
9	Y1 and Y2 children's incorrect use of punctuation, application of phonics, use of finger spaces and accurate spelling in sentence writing.

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
To improve teaching and learning across the curriculum by developing the professional knowledge and expertise of our staff through high quality CPD.	Curriculum will match the needs of all pupils so that they can make good progress from their starting points and the quality of teaching and learning will be at least good across the school.
Attainment is raised to ensure a greater proportion of pupils reach age related expectations and greater depth.	By the end of EYFS and KS1 the proportion of pupils achieving end of year expectations and greater depth will consistently be at least in line with national averages. There will be year on year improvement in attainment in all year groups.
Early reading and vocabulary acquisition are high priorities in our curriculum enabling improved reading outcomes and progress across the school	A broad and balanced language rich curriculum is implemented in all classes to support language and vocabulary development. Children will be identified for targeted interventions to support their language development. The proportion of children communicating at age expected levels by the end of EYFS will be at least in line with national averages (ie 82% in 2019). All Year One pupils, apart from those with identified additional needs, will pass the phonics screening test. By the end of Year 2 all children, except for those with identified needs, will meet age related expectations in reading.
Attendance and punctuality of children eligible for pupil premium shows continued improvement and is in line with national expectations (In 2020-2021 94% of PP children had a good level of attendance compared to 97% of children overall).	Percentage of pupil attendance will continue to be above national statistics. The school has a robust and proven strategy for improving attendance.

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: £ *35,642.50 (teacher £15,255)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS, Maths and English leads given 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 sufficiently challenging, so that children make good progress from their starting points.	EEF research states '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 rightly be a top priority for PP spending'	4, 7, 8, 9
CPD: Termly focussed monitoring time given to all subject leads to ensure the curriculum is well matched and meets all pupils needs.	As above	3,4,7,8,9
CPD: Ensure that the development needs of all staff are met through high quality coaching and training.ie through INSET, Precision Teach training, NPQ training	Daniel Muijis, Head of Ofsted research found that in the State of the Art, teacher effectiveness and professional learning the importance of developing pedagogical and content knowledge for teachers and leaders.	4,7,8,9
Retention: Maintain a 0.4 teacher to deliver high quality, targeted lessons for KS1 children in receipt of PP, initially in phonics.	Within the EEF's PP guidance, diagnostic assessment systems and resources are advocated as being a highly effective strategy in helping teachers to adapt the curriculum to close gaps in understanding and re-teach taught content to ensure that children build effective schemas of knowledge within their long term memories	1,3,4,5,9

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

Budgeted cost: £ *17,821.25 tbc*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement NELI for Reception children and ECAT for Nursery.	The EEF found that overall studies of oral language interventions consistently show positive impact on learning including on oral language skills and reading comprehension. On average pupils who participate in oral language interventions make approx. 5 months additional progress over the course of a year.	1,2,4,8
Deliver First Class at Number intervention for targeted groups of Year 2 children.	Progress is measured using the Sandwell Numeracy Assessment and evidence shows that on average, children make up to 1 year progress in a 12 week programme.	3,7
Implement Precision Teaching on a 1-1 basis to support identified children with key skills	The Education Policy Institute and Nuffield Foundation research into SEND support in 2019 found that practitioners who are knowledgeable in adapting learning principles to meet the needs of those with SEND have a knock on result upon improving the outcomes for all.	3,5
Implement phonics interventions in a timely manner for those children who are falling behind in their phonic knowledge.	The EEF found that Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The Early Literacy approaches evaluated to date led to an average impact of 4 additional months progress.	1, 4,6, 9

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

Budgeted cost: £ *17,821.25*

Activity	Evidence that supports this approach	Challenge number(s) addressed
CAFSO and EWO to support PP children whose attendance falls below 96%	The National Centre for Education statistics found that the primary rational for high quality attendance data is the relationship between student attendance and student achievement. Teacher effectiveness is the strongest school related determinant of student success but chronic student absence	2,6

	reduces even the best teacher's ability to provide learning opportunities.	
CAFSO to work with Pingle Early Help to provide parenting programmes to strengthen parental engagement and support for children. To provide Positive Play on a 1-1 basis for those children identified as most in need of support for their social and emotional development. Establishing a whole school approach to mental health by auditing provision, developing an intent statement and writing a mental health policy	The 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, crime employment and income. There is also evidence that children's skills can be improved purposefully through school based SEL programmes and these impacts can persist over time'.	2,3,6

Total budgeted cost: £ *71,285*

Recovery Premium: 2021-2022 Amount received £7,830

This follows on from the detailed Covid recovery plan 2020-2021.

Activity	Resource	Predicted Cost	Actual Cost
To provide targeted interventions in reading and phonics.	Year 2 15 hours per week 2 TA's 1.5 hrs daily. Pm Year 1 2 TA's 1.5 hours daily pm 15 hours per week	£4569	
To ensure effective provision is in place for home learning .	Annual Subscription to Seesaw	£1500	

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.

Aim	Outcome
To ensure pupils have accelerated learning in lessons. Improved progress for all. Quality of teaching for all. To measure the success of intervention programmes	Big gaps identified in the PP children's learning, compared to non PP children and expected levels pre lockdown. Although work was set for remote learning and regular contact was maintained, the gap for PP children has widened. Targeted interventions, such as 1st Class at Number, phonics and physical literacy were unable to take place as children were taught in class bubbles all academic year. Some interventions took place within each class, but the impact and outcomes overall were disappointing. Priority is to deliver more focussed interventions from September 2021 and monitor impact more rigorously
To support pupil premium families	Immense support from CAFSO given to PP families and those in need, as we recognised that not all children who were classed as socially disadvantaged were in receipt of PP. Many families were impacted by loss of income due to furlough, losing jobs etc. Support given included food banks, Derek's Tree, hampers. 30 families were given support to claim money via the Back to School grant. Due to restrictions, the HENRY programme could only be delivered remotely resulting in only 4 families engaging- face to face sessions have previously had a much better impact. Increased incidents of DV and more social care involvement increased the CAFSO's workload considerably. Attendance for PP children was 94% compared to 97% overall. However, much of this was remote learning. Despite offering laptops to those with limited or no access, many PP children did not access the online reading scheme and were given paper packs of work instead. In future, would track access to reading more rigorously and ensure that children who were not accessing online books would be provided with actual books. Lack of engagement has resulted in a proportion of children not reading at expected levels.
To ensure pupils have accelerated learning in lessons. Improved progress	Outcomes were not accelerated. Engagement and access to learning were not as effective as face to face learning and providing specific interventions to those most in need.

for all. Quality of teaching for all.	Live lessons were not introduced immediately- systems are in place for an instant response, should the need arise again

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
Oxford Owls	Oxford University Press
Discovery Education Espresso	Discovery Education
Seesaw Remote Learning	Sesaw

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?	Interventions.
What was the impact of that spending on service pupil premium eligible pupils?	Children made good progress from their starting points.

Louise Mansell and Jo Cripps

November 2021