

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	James Peacock Infant and Nursery School
Number of pupils in school	322
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Hannah Cutts
Pupil premium lead	Hannah Cutts
Governor / Trustee lead	Charles Rayner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,590
Recovery premium funding allocation this academic year	£3770
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	£42,360

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to provide the best education and experience for all the children in our care. Children come to our school from a variety of backgrounds. Our ultimate aim is to ensure they all leave our school ready for their next stage of their education. Pupil premium money is used to bridge gaps which some children have based on their life experiences and starting points. Our aim is to utilise the pupil premium funding to counteract the effects of any disadvantage associated with upbringing and ensure greater equity and life experiences through;

- Ensuring children have time and space to reflect on adverse experiences leading to increased wellbeing.
- Quality first teaching and assessment which responds to identified gaps.
- Providing targeted academic intervention.
- Using a wider range of strategies to overcome barriers to learning.

We ensure that through quality first teaching we support the needs of all learners but we use gap analysis and pupil progress to understand the areas where children from a more disadvantaged background needs further support to get to a good level of development. This support can come in a variety of forms whether it be emotional support, a person to celebrate reading with or additional small group interventions to revisit key concepts and build confidence and self esteem.

All teachers and SLT are encouraged to always keep PP children 'In mind'. We want to ensure their support isn't a bolt on, we encourage planning for PP children to be central to the ethos of lesson development. This is something we have really started working on this year especially after the lockdown periods as some of the gaps between PP and non PP children have widened due to circumstances at home.

Our main areas of support and intervention are based around core subject areas; maths, writing, reading and phonics, however we recognise the importance of emotional well being in order to progress in these areas. We use our ELSA TA and interventions from a specialised PP TA and our Woodlands provision room.

Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	<p>Social and emotional wellbeing:</p> <p>Teachers have completed a barrier to learning audit alongside the Leuven scales through observations and had discussions with parents where they have identified some children with an emotional and social need. We have also seen the gap between some children's processing of emotions widen post pandemic lock down. All families had very different experiences in lockdown and the effects of this are becoming more evident as children process their experiences.</p>
2	<p>Fine and gross motor skills:</p> <p>A lot of children particularly those from more disadvantaged backgrounds have struggled with their fine and gross motor skills. Many have become proficient using tablets and screens but struggle with holding their pencils, mark making and forming letters.</p>
3	<p>Reading and phonics:</p> <p>Fluency and reading comprehension have been addressed as causing a barrier for progression from summative and formative assessment analysis. The data supports this and was discussed in pupil progress meetings and structured conversation meetings with key parents. Phonics is also a target area in relation to reading our data showed a significant number of children not on track to pass the phonics in Year 2, after significant intervention this percentage was brought up. The Year 1 children will also need significant intervention as they missed out on phonics teaching in classrooms during the pandemic.</p>
4	<p>Vocabulary and oracy:</p> <p>We have noticed that the gap between language progression and development of oracy is widening between those children who are more disadvantaged compared to those who are not.</p>
5	<p>Maths:</p> <p>This challenge barrier has been assessed as needing support around KIRFS (Key instant recall facts) and the ability to reason and problem solve and ultimately prove or convince someone of their answer.</p>
6	<p>Attendance:</p> <p>12 of our PP children are considered Persistently absent (below 95%) lateness is also a factor we have analysed as a barrier, these children who are consistently late to school miss out on the vital transition time in the morning between home and school which prepares them for the day.</p>

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
1	Improve mental wellbeing and regulation abilities of all children but especially with children from a more disadvantaged background.	Children will be able to respond to situations they face without aggression and will be able to process without as much adult intervention.

		ELSA intervention will give children the space they need to discuss how they are feeling and allow them a place to learn strategies to cope.
2	An improvement in reading attainment for disadvantaged pupils.	Switch on reading Tutoring Pre and post teaching in small groups Reading sessions and comprehension sessions with a specialist TA Access to books which enthuse children. Access to ebooks- help from school to provide a platform for this.
3	An improvement in maths attainment for disadvantaged pupils.	Tutoring Max's marvellous maths intervention program Intervention small group time, pre and post teaching.
4	An improvement in fine and gross motor skill development for disadvantaged pupils.	Fine motor skill intervention using the 10 minute activity box. Write dance intervention
5	An improvement in phonic knowledge and application	Small group phonics sessions Flashcard groups
6	An improvement in writing attainment for disadvantaged pupils	Small group interventions with the chance to really use talk for writing as a tool for progressing confidence with writing.

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: £ *main school budget*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish a PP lead within school but begin to start training someone within the teaching group to take over from HC.	Time for PP training and opportunities to see good practice in other nearby schools. Time to work with the assessment lead, ELSA lead and subject leads to ensure the curriculum responds to the needs of more disadvantaged children.	1-6
Speech and language interventions	PP lead to work with SALT and SENCO to ensure all children are getting access to the training they need to address barriers in speech/ language and oracy.	1-6
QFT Class teachers focus on identified individual children and address any gaps through focussed teaching/interventions/assessments as discussed in pupil progress meetings and on the PP barriers document December 2021.	EEF guide to PP Tiered approach where teaching is the top priority.	1-6
QFT; Maths Mastery Approach in partnership with NCETM small steps teaching. Continued use of maths teaching and curriculum planning in line with DfE and EEF guidance.	EEF teaching and learning toolkit Mastery learning NCETM partnership	1,3

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
3 days per week PP teaching assistant to complete small group work or working alongside teacher in core subjects. Pre and post teaching	EEF teaching and learning Toolkit 1:1 Tutoring +5 Small Group tuition +4 Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind- in small groups.	1-6
Tutoring- max's marvellous maths intervention program	EEF teaching and learning Toolkit 1:1 Tutoring +5 Small Group tuition +4 Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind- in small groups.	3
Pupil progress meetings with HT/DHT and assessment lead.	Professional dialogues will ensure support for identified children will help keep them as a priority. Collective school response for the accelerated progress of these children	1-6

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP children engage with the wide range of enrichment activities we have to offer	Developing cultural capital within the school setting to expose children to experiences that will increase enjoyment and promote wider knowledge and understanding of the world, ie trips and visit contributions Promote the 'shared' use of rich vocabulary associated with these 4 6 activities PP 'membership' of in- school clubs monitored	
ELSA intervention and well-being Self-awareness, self regulation, social awareness and	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	

relationship skills		
Provide a Breakfast club to improve punctuality. Work with parents to improve attendance.	https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	

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

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.

Taken from historic documents as Acting Head was not at the school at this point:

Supporting the specific needs of individual families and children

- Providing bespoke support in reading, writing and maths to pinpoint a child's next steps
- Nurturing children to overcome traumatic events, childhood worries and anxieties
- Additional training of staff to teach new methods in order to support the most vulnerable pupils in school. E.g. phonics, anxiety
- Purchasing individual resources on a 'needs be' basis
- Providing forest school experience for Pupil premium children, research highlights positive affect on outcomes this provides giving children outdoor experiences
- Investing teacher and parent time through structured conversations to develop a deep understanding of the needs of the child and their circumstances
- To provide individual teacher/pupil time to understand the children in their class
- To provide access to curriculum areas to broaden their educational experience and open horizons
- To offer bespoke resources (human or physical) to match the requirements of the child e.g buying in Speech and language therapy session, equipment to support dyslexic concerns

We spent our allocation to support the following areas of learning:-

Initiative/intervention	Number of pupils	Context	Total Cost	Estimated actual Cost in school provision up to start of lockdown
Nurture/play therapy	7	67 x 1hr sessions (including parental support and admin) x £20.26 per hour	£1,357.42	£678.71
Support for pupils to access school trips, school uniform and activity clubs held at school and elsewhere e.g. swimming (linked to remaining funds from disadvantage subsidy)	10	Ongoing term by term 10 x £150	£1,500	£2,047.35
TA support in class to support need on an individual basis including support for behaviour, lunchtime, interventions, reading	23	Daily/weekly 30 hrs x £16.16 per hour x 39 weeks (includes allowance for sessions not happening through absence etc)	£18,907.20	£9,453.6
Children to have a book from book fair	31	31x £10	£310	£0
Support for food bank	8			£71
Totals £22,072.48				12,250.66

*It is necessary to factor a margin for pupil absence, cancellation of activity etc. Also although staff were unable to deliver directly the individual programmes face to face, we provided PP children with support through online learning, phone calls and printed materials.

How we measure the impact of the pupil premium:-

- All staff keep a record of pupil premium pupils at the front of their planning folder alongside any other barriers to learning which may affect pupils achievements and progress and refer to this information as they plan for their children
- Pupil premium progress is monitored by specific work scrutiny of all Pupil Premium children on a termly basis
- All lesson observations include a direct focus with pupil premium pupils
- Pupil progress meetings are held each term and the progress of these pupils is discussed with the class teachers and any amendments required are made
- Pupil premium progress is monitored through our 'O track' pupil tracking system
- TAs maintain intervention tracking sheets completed weekly which detail the progress these children are making
- Progress and outcomes for pupil premium pupils are evaluated and discussed with staff and governors
- Targets for improvement are set as a result of our evaluations

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?	Training for ELSA and Therapeutic conversations to support children in times of uncertainty and transition. Classroom support for pupils
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.