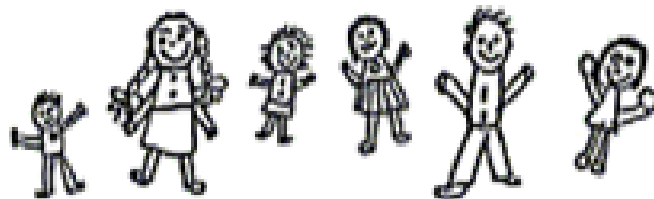


**Nyewood CE Infant School**  
**Pupil Premium Strategy**  
**2021-24**



## Pupil premium strategy statement

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, 2022-23, and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Nyewood CE Infant School
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	9% (20)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Anna Wells
Pupil premium lead	Claire Lawlor
Governor Lead	David Mobsby

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including PPG, Service Premium and LAC)	£32840
Recovery premium funding allocation this academic year	£2268
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£35108

## Part A: Pupil premium strategy plan

### Statement of intent

*At Nyewood our vision is for **all** our children to become happy, confident, independent learners who play an active role in God's world.*

*We aim for all learners, including those considered disadvantaged to live life in all its fullness.*

*We define disadvantage as any child whose educational outcomes may be disadvantaged by their circumstances and experiences.*

*This strategy has been devised based on the context of the school and the specific needs of the children using a sound educational research base to inform decision making for provision. This research is underpinned by the findings of the Education Endowment Foundation's Teaching and Learning Toolkit.*

*Key areas of need identified in the 2021-22 academic year include speech, language and communication needs (particularly for those children in the EYFS), emotional and social needs (which have grown as a consequence of the impact of social isolation from the pandemic) and attendance (also impacted by the periods of partial school closure and Covid-19 isolation requirements). In addition to these more general areas, specific needs of individual children are regularly identified, addressed and supported through our bespoke package of support.*

*Our principle recognises the impact of quality first teaching; providing excellent education for all which addresses the individual needs of all children whilst diminishing the difference between those children deemed disadvantaged and their peers.*

### Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Increase in the mental health and wellbeing needs across the school and, in particular, for those children deemed disadvantaged has impacted children's 'readiness to learn'.
2	The gap in learning outcomes, particularly in reading and writing at KS1, between children deemed disadvantaged and other pupils has widened, particularly as a result of the pandemic.
3	There has been an increase in the speech, language and communication needs of children entering the school in the EYFS meaning starting points for children are lower.
4	The gap in attendance between children deemed disadvantaged and their peers has widened.

## 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 (How it will be measured)
<p>1. Secure robust mental health and well-being support to ensure all children are ready to learn and have access to appropriate support for their social and emotional needs.</p>	<ul style="list-style-type: none"> <li>• The role of the Inclusion Team is well established and includes key staff members leading on the social and emotional support of children, including two fully trained ELSAs.</li> <li>• Children identified as emotionally vulnerable access ELSA provision and, as consequence, develop effective self-regulating strategies.</li> <li>• Children are confidently able to identify who they would go to if they are worried and the actions they could take in times of need.</li> <li>• As consequence of regular opportunities for children to talk and share their feelings they are better equipped to manage their own feelings and behaviour; a reduction in incidences of unwanted behaviour is seen over time.</li> <li>• Improvements in outcomes for children deemed disadvantaged in PSED in the EYFS and across the curriculum in KS1 show the impact of well-developed social and emotional support on readiness to learn.</li> <li>• Increased opportunities for effective collaborative learning within and beyond the school ensure children are actively engaged, work together effectively and build resilience.</li> <li>• All children have access to appropriate school uniform and other basic resources as well as curriculum enrichment, and, as consequence, feel part of our school in line with their peers.</li> <li>• Provision for well-being within and beyond the school day is in place and accessible for children deemed disadvantaged e.g. paid place at after school clubs.</li> <li>• Increased curriculum enrichment, for example, trips, clubs, music lessons, provision of hands on experiences, special focus weeks in school such as 'International week' to secure positive, memorable school experiences for all.</li> </ul>
<p>2. Diminish the difference in learning outcomes in reading and writing at KS1 between children deemed disadvantaged and other pupils.</p>	<ul style="list-style-type: none"> <li>• Summer 2022 formative assessments identify specific needs for all children in reading and writing next steps.</li> <li>• Professional development through coaching, PDMs and supported planning ensures that quality first teaching is consistently in place and addressing the identified needs of all children.</li> <li>• School-wide review of teaching and learning in early reading completed.</li> <li>• High quality professional development in, the teaching of writing sequence and Systematic, Synthetic Phonics delivered for all staff.</li> <li>• Effective implementation of the school's selected government approved phonics scheme is in place (Little Wandle).</li> <li>• Monitoring of teaching and learning in phonics shows high quality provision and rapid progress from starting points.</li> <li>• Teachers' ongoing formative assessment ensures they are quick to identify areas of need and use a wide range of strategies in class to close the gap. Intervention</li> </ul>

	<p>is used only to support rapid catch up, over a short term, for specifically identified children.</p> <ul style="list-style-type: none"> <li>• Monitoring and evaluation is effectively used to triangulate pupil progress and to identify and address next steps in learning.</li> <li>• All pupils are fully engaged in the broad wealth of curricular provision across the year including off-site visits, learning outside the classroom, extra-curricular activities and curricular enhancement.</li> <li>• All pupils actively participate in events held internally across the school.</li> <li>• High quality phonics is consistently taught in whole classes; ensuring that children are exposed to the highest expectations in learning. Regular assessments clearly identify next steps in learning for individuals and catch up provision is in place to address these.</li> <li>• Additional 1:1 / small group reading and writing tutoring is in place for children identified as disadvantaged securing rapid progress from starting points in reading and writing.</li> </ul>
<p>3. Secure improvements in the speech, language and communication skills of children in the EYFS to ensure KS1 starting points are at least in line with national measures.</p>	<ul style="list-style-type: none"> <li>• Investment in time and expertise has ensured that specific staff are secure in their understanding and delivery of communication and language support through quality first provision including School Start in the EYFS where the greatest need is identified. Children are regularly assessed, targets set and provision in place.</li> <li>• Children accessing the School Start provision make strong progress from their starting points.</li> <li>• Outcomes for children in Language for Communication in the EYFS are at least in line with national measures. Progress from starting points is strong.</li> <li>• The gap between children considered disadvantaged and their peers in Communication and Language narrows as a consequence of the high quality provision for all children.</li> <li>• Children joining KS1 who are 'home grown' have a secure start to KS1 as a consequence of improved speech, language and communication skills.</li> <li>• Improvements in children's starting points across all areas of the EYFS are seen with direct links to the improved outcomes in communication and language skills.</li> </ul>
<p>4. Diminish the difference in attendance between children deemed disadvantaged and their peers.</p>	<ul style="list-style-type: none"> <li>• Attendance has the highest profile across the school; all staff know and understand their roles in tackling poor attendance and promoting positive attendance. There are clear and robust systems and processes in place which support this.</li> <li>• Bespoke strategies for improving attendance and supporting those families most 'at risk' are re-established including, the walking bus, 1:1 parent meetings, home visits and club places.</li> <li>• As a consequence of the above strategies, children identified as most vulnerable to poor attendance show improvements in their % attendance and/or lateness. Children feel positively about being in school and as a consequence improvements are seen in their 'readiness to learn'.</li> <li>• The school has well-established support and rigorous monitoring of attendance, with clear incentives to celebrate 'good' attendance. This includes the weekly attendance poster, newsletter and celebration worship.</li> <li>• Strong liaison between class staff and attendance team is in place which highlights potential issues early to secure robust action to prevent escalation and provide appropriate early intervention and support.</li> </ul>

## 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: £12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employ two ELSAs across the school and increase the pastoral care team</i>	<p>As a consequence of the periods of partial school closure and national lock downs we have seen a sharp rise in children showing increased needs in their mental health and well-being and a decline in resilient behaviours, particularly those deemed disadvantaged. As a consequence, there is a need to increase the pastoral care provision.</p> <p>Whilst there is more limited research into this area, that which is available shows that where staff are well trained to deliver this support the impact is likely to be seen in both social and emotional skills but also academic achievement (EEF, 2021).</p> <p>For this reason, we have taken the decision to train two staff members as ELSAs as our previous analysis of this role showed great impact on the most vulnerable children in the school.</p>	1, 2 & 4
<i>Quality first, class-based teaching and learning across the curriculum.</i>	<p>The school recognises that the greatest impact on outcomes for children will come from the provision of high quality, class-based teaching and learning. 'Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.'</p> <p>EEF Teaching and Learning Toolkit, 2021.</p> <p>Investment and time spent on coaching and support through the school teaching and learning leads plays a significant part in securing this.</p>	2 & 3
<i>Quality First Teaching of Early Reading</i>	<p>The periods of partial school closure have resulted in some gaps in children's understanding in early reading, with some aspects better delivered than others through home learning opportunities. This action will involve the securing of a new Early Reading scheme and delivery of professional development around this aspect as well as coaching and support to further develop provision. This will also be developed through the provision of 1:1 tuition for those children deemed disadvantaged.</p> <p>'Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.'</p> <p>EEF Teaching and Learning Toolkit, 2021.</p>	2
<i>Early Reading review and implementation</i>	<p>In 2021-22 the school was in Year 7 of its self-devised, phonics scheme of learning. Following robust monitoring and evaluation by the English Team the school recognised that it was appropriate to adopt a government scheme of learning in phonics moving forward to ensure the gains made in outcomes over the last few years were built on and that provision did not become stale.</p>	2 & 3

	<i>'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.'</i> EEF Teaching and Learning Toolkit, 2021.	
<i>EYFS Speech and Language Provision (Professional Development)</i>	Baseline assessment of the 2021-22 and 2022-23 EYFS cohorts identified that communication and language needs were significant and one of the key barriers to achievement in the EYFS, particularly for those children deemed disadvantaged (18% already known to SALT on entry in 2022). The school will utilise the specifically, well-trained, higher level, support staff in this area to deliver high quality speech and language provision. In addition, all staff will receive training around quality first speech and language provision to ensure the EYFS day-to-day provision supports this aspect highly effectively.  <i>'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.'</i> EEF Teaching and Learning Toolkit, 2021.	3

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

Budgeted cost: £12800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Regular, targeted intervention (class teacher and TA)</i>	Whilst research shows that class-based teaching assistant support has limited impact on outcomes for children, it recognises the value of specific, short-term intervention by skilled staff to move specific aspects of learning on.  Intervention in KS1 is led by skilled staff in their area of expertise for short term periods with a specific learning target focus (e.g. Little Wandle catch up). Review of intervention in the school has shown this secures rapid progress in these specific areas without detrimental impact on time spent in class. (See also whole school provision mapping).  <i>'Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.'</i> EEF Teaching and Learning Toolkit, 2021.	1, 2
<i>1:1 Tuition and specialist language teacher</i>	As a consequence of increased levels of need those children considered the most disadvantaged within the areas of reading and writing require more specialist intervention. We recognise that this is best delivered for our, infant-aged children, by a teacher with whom they are already familiar. For this reason we have selected to deliver specific reading and writing intervention through a known teacher (previously reading recovery	2

	<p>teacher). This is delivered through short, regular 1:1 intervention over a short term period. (See also whole school provision mapping).</p> <p><i>‘Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.</i></p> <p><i>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.’</i></p> <p>EEF Teaching and Learning Toolkit, 2021.</p>	
<i>Collaborative learning opportunities</i>	<p>As outlined in the 2021-23 SDP the school is focusing on rebuilding the ‘togetherness’ which was lacking as a consequence of the periods of partial school closure. Developing a collaborative learning approach will be key in building children’s ability to work together, participate and to promote talk and positive interaction.</p> <p><i>‘Collaborative learning approaches have a positive impact and [may be] a cost effective approach for raising attainment.’</i></p> <p>EEF Teaching and Learning Toolkit, 2021.</p>	1, 2 & 3
<i>EYFS Speech and Language Provision (Delivery)</i>	<p>Baseline assessment of the 2021-22 and 2022-23 EYFS cohorts identified that communication and language needs were significant and one of the key barriers to achievement in the EYFS, particularly for those children deemed disadvantaged (18% already known to SALT on entry in 2022). The school will utilise the specifically, well-trained, higher level, support staff in this area to deliver high quality speech and language provision. In addition, all staff will receive training around quality first speech and language provision to ensure the EYFS day-to-day provision supports this aspect highly effectively.</p> <p><i>‘The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.’</i></p> <p>EEF Teaching and Learning Toolkit, 2021.</p>	3

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

Budgeted cost: £11960

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
ELSA and increased pastoral care time	<p>As a consequence of the periods of partial school closure and national lock downs we have seen a sharp rise in children showing increased needs in their mental health and well-being and a decline in resilient behaviours, particularly those deemed disadvantaged. As a consequence, there is a need to increase the pastoral care provision.</p> <p>For this reason, we took the decision to train two staff members as ELSAs and maintain these roles as our previous analysis of this role showed great impact on the most vulnerable children in the school. Whilst there is more</p>	1, 2 & 4



	<p>limited research into this area, that which is available shows that where staff are well trained to deliver this support the impact is likely to be seen in both social and emotional skills but also academic achievement (EEF, 2021).</p> <p>Provision is in place for an increased pastoral care team, well-trained pastoral care staff and specific leadership of mental health and well-being. The impact of this will be closely monitored to ensure it is having desired effect.</p>	
Well-being provision	<p>As noted above, as a consequence of the periods of partial school closure and national lock downs we have seen a sharp rise in children showing increased needs in their mental health and well-being and a decline in resilient behaviours, particularly those deemed disadvantaged. For this reason we recognise the need to increase the provision for well-being and the more bespoke support in place to address this need.</p> <p><i>'There is a need for bespoke provision, tailored to the pupil's individual needs and strengths, with very regular reviews of progress.'</i></p> <p>Using your pupil premium fund effectively, 2021</p>	1 & 4
Budget to cover funding trips, enrichment, clubs and uniform for children in receipt of PPG / deemed disadvantaged	<p>We recognise that every experience a child has in their time in our school forms a part of the 'curriculum'. It is, therefore, essential that all children have access to the opportunities we provide, whether that be trips, curriculum enrichment, uniform, clubs or any other aspects of school life. We will not allow a child's circumstances to preclude them from any part of our school provision.</p>	1 & 2
Bespoke attendance activities - walking bus, 1:1 parent meetings, club places, home visits etc...	<p>Historic analysis (prior to the periods of partial school closure) show that a more bespoke approach to attendance support is needed to support those families most vulnerable to non-attendance and lateness. As a consequence, the attendance support provided to our disadvantaged pupils and families will be matched to their specific needs.</p> <p><i>'There is a need for bespoke provision, tailored to the pupil's individual needs and strengths, with very regular reviews of progress.'</i></p> <p>Using your pupil premium fund effectively, 2021</p>	4

**Total budgeted cost: £36760**

## 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.

#### Priority 1

##### **Secure robust mental health and well-being support to ensure all children are ready to learn and have access to appropriate support for their social and emotional needs**

The role of the Inclusion Team is well established and includes key staff members leading on the social and emotional support of children, including two fully trained ELSAs.

Two ELSAs completed their training and work with individual children identified by class teachers. Children identified as emotionally vulnerable are accessing this ELSA provision and, as consequence, develop effective self-regulating strategies. This is in addition to alternative pastoral support offered either within small groups or on a 1:1 basis.

One member of staff has completed training in order to become Mental Health and Wellbeing Lead and a clear action plan has been put into place in order to meet the mental health and wellbeing needs of our school. An aspect of this is to train staff around key concepts around mental health and equip them with the skills to identify need and access support. Two members of staff will undertake training to become a mental health first aider during the Autumn term.

Children are confidently able to identify who they would go to if they are worried and the actions they could take in times of need. As consequence of regular opportunities for children to talk and share their feelings they are better equipped to manage their own feelings and behaviour; a reduction in incidences of unwanted behaviour is seen over time.

Improvements in outcomes were seen for children deemed disadvantaged in PSED in the EYFS and these children made strong progress from their starting points.

All children have access to appropriate school uniform and other basic resources as well as curriculum enrichment, and, as consequence, feel part of our school in line with their peers.

Provision for well-being within and beyond the school day is in place and accessible for children deemed disadvantaged e.g. paid place at after school clubs.

Increased curriculum enrichment, for example, trips, clubs, music lessons, provision of hands on experiences, special focus weeks in school such as 'International week' to secure positive, memorable school experiences for all.

Monitoring showed that children had a good understanding of their learning within the RSHE curriculum. Although a next step is for staff to support children in the difference between mental and physical health. Contextual data along with consultations with pupils, adults including teaching staff and parents has been carried out to inform RSHE planning for the year ahead based on the needs of the school.

#### Priority 2

##### **Diminish the difference in learning outcomes in reading and writing at KS1 between children deemed disadvantaged and other pupils.**

Summer 2022 formative assessments identify specific needs for all children in reading and writing next steps in order to ensure children secure a flying start to their next phase of education in 2022-23.

A school-wide review of teaching and learning in early reading has been completed. Effective implementation of the school's selected government approved phonics scheme is in place (Little Wandle).

All pupils are fully engaged in the broad wealth of curricular provision across the year including off-site visits, learning outside the classroom, extra-curricular activities and curricular enhancement. All pupils actively participate in events held internally across the school.

Additional 1:1 / small group reading and writing tutoring is in place for children identified as disadvantaged securing rapid progress from starting points in reading and writing.

At the end of the EYFS, in Year 1 phonics and at the end of KS1 there remains a significant difference in outcomes between those children entitled to the PPG and deemed disadvantaged and those not. Whilst all children have made at least expected progress from their starting points, this remains a key area for development moving into 2022-23. This is a significant focus for the disadvantaged lead and wider staff team to ensure this gap narrows by summer 2023.

The school recognises that outcomes for disadvantaged pupils at all key stages require improvement and has put in place robust actions and measures to address this.

### **Priority 3**

#### **Secure improvements in the speech, language and communication skills of children in the EYFS to ensure KS1 starting points are at least in line with national measures.**

Children joining KS1 who are 'home grown' have a secure start to KS1 as a consequence of improved speech, language and communication skills.

The gap between children considered disadvantaged and their peers in Communication and Language has narrowed as a consequence of the high quality provision for all children. End of year results showed that 100% of pupils eligible for PPG had met the Early Learning Goal for Listening, Attention and Understanding and Speaking was broadly in line with their peers.

The inclusion team led professional development around developing oracy in school and further training around vocabulary development has been mapped in for the 2022-23 academic year.

All staff within the EYFS have completed the government funded NELI programme. As a result, staff are secure in their understanding and delivery of communication and language support through quality first provision and this is reflected through outcomes.

### **Priority 4**

#### **Diminish the difference in attendance between children deemed disadvantaged and their peers.**

Despite regular analysis of attendance and the measures being used that are available to schools in order to promote good attendance, we continued to see a decline in overall attendance throughout the school year, ending on it being 93.7% for all pupils and 91.1% for children in receipt of PPG; primarily the result of persistent absentees.

The school has tackled this robustly with individual conversations, supportive measures in place, referrals to PEI and additional monitoring.

Significantly greater proportion of term time holidays were taken during the last academic year as a result of holidays not having taken place in the previous two years due to Covid. Whilst none of these were authorised families chose go ahead which further impacted the overall attendance.

A new attendance team has been convened for 2022-23, which includes the headteacher. New systems and processes are in place to ensure that attendance is consistently tackled at all levels and by all members of school staff. Further strategies are planned for individual families to support the children who are in receipt of PPG to ensure their attendance remains at an acceptable level.

Attendance now has the highest profile across the school; all staff know and understand their roles in tackling poor attendance and promoting positive attendance. There are clear and robust systems and processes in place which support this.

The school recognises that attendance for disadvantaged pupils requires improvement and has put in place robust actions and measures to address this.

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	TA intervention time to support a service child with additional needs. This specifically set aside time supports the child with self-regulation and a time to talk and share news.
What was the impact of that spending on service pupil premium eligible pupils?	Calmer start and end to the school day with a more successful transition time between home and school.  Improved readiness to learn which resulted in stronger progress from starting points across the curriculum.

### **Further information**

At Nyewood CE Infant School, whilst we recognise the funding allocation for the Pupil Premium Grant is for those families identified as qualifying for the grant, we are acutely aware of the great disadvantage which is not recognised by this grant. The £2268 Recovery Premium is woefully inadequate to meet the needs of these children that we recognise as disadvantaged and therefore the school spends far in excess of this annually in order to meet these children's needs.