

## 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 Context

We are an Infants & Nursery school providing places for up to 180 Reception – Year 2 aged children and 26 Nursery aged children. We currently have 167 children attending (14 of these Nursery age).

46% of our children come from the most deprived 30% of LSOAs in England compared to 24% nationally. Our FSM eligibility is above average at 34%.

We have a significant number of EHCPs (6) and 50% of our identified SEN children experience some difficulties with speech and language. A further 20 children across school access Infant Link support for communication difficulties.

The gap between PP and non-PP diminished slightly at the end of last year however that was due to falling outcomes for all children. We found that over the lockdowns social, emotional, behavioural and relational aspects of learning were affected most and those have taken time to re-establish and effectively support.

Our Pupil Premium strategy recognises and addresses swift intervention in these areas to rise standards for all children but particularly our most vulnerable.

## School overview

Detail	Data
School name	St Ives Infant & Nursery School
Number of pupils in school	167 (153 R – Y2)
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021 – 2024 The aims cover 3 years, but we have focussed on funding overview for 1 year
Date this statement was published	December 2021
Date on which it will be reviewed	Termly and July 2022 for 2022/2023 funding overview
Statement authorised by	Sam Jones
Pupil premium lead	Leisa Farrar
Governor / Trustee lead	Simon Stevens

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,835
Recovery premium funding allocation this academic year	£6,235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4550 (Covid Catch up) Due to changes to EYFS reforms, staff absences and access to courses, last years planned spend was affected.
National Tutoring Programme	£4,050
<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	£72,670

## Part A: Pupil premium strategy plan

### Statement of intent

In defining our intention, we have considered our context and the specific barriers/challenges of our school community. We have focused on identifying a small number of priorities each year, likely to make the biggest difference to the most pupils. Our key focus is for barriers to be reduced or removed, so that all children can access their learning, progress and achieve to the very best of their ability.

We prioritise training and supporting staff to enhance the intervention provision. The focus is on specific, structured interventions to address misconceptions and gaps early, rather than long term interventions.

We invest in training to continue to improve our teaching for all pupils alongside developing further skills to address the wide range of individual needs through quality first teaching.

Time is spent on all staff development which is revisited and sustained. The impact of this is assessed and provision adapted as needed in response to these observations/assessments.

We support all aspects that may impact on our children's ability to concentrate, focus, learn and develop and invest in a wide range of strategies to improve attendance, language skills, behaviour, lack of confidence, punctuality and self-care.

#### Objectives

- ✓ To raise attainment for 'all' children ensuring that we diminish the difference between groups
- ✓ To support social, emotional mental health appropriate to ensure children are ready to learn
- ✓ To raise standards in phonics and reading
- ✓ To support teachers to offer the best provision they can by identified high quality CPD that is directly related to individual targets of elements of SDP
- ✓ To support all support staff to enable them to feel confident, be appropriately trained and confident to support and adapt to meet individual needs
- ✓ To improve attendance and time keeping across the school

#### Key Principle

- ✓ To support all aspects of development for our children, recognising the importance of healthy mental health and supporting our families to improve the progress, attainment and outcomes for each child

### Supportive documents

[Putting Evidence to Work - A School's Guide to Implementation | EEF \(educationendowmentfoundation.org.uk\)](#)

[EEF blog: Maximising the Impact of Teaching Assistants in the... | EEF \(educationendowmentfoundation.org.uk\)](#)

[Using pupil premium | EEF \(educationendowmentfoundation.org.uk\)](#)

## Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication is weak
2	Social, Emotional mental health
3	Behaviour incidents and subsequent deployment of staff
4	Improving picture, but lower than national outcomes for reading, writing, phonics and maths
5	Attendance and time keeping

## 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
Progress and Attainment in reading	The profile of reading for pleasure to continue to be developed. End of year 1 phonics screening results to met or exceed national average For the percentage of children achieving 'expected' and 'greater depth' to improve to bring results more in line with national For attainment of all groups to be more in line with 'all' children, diminishing the difference
Progress and attainment in writing	
Progress and attainment in Maths	
Phonics check outcomes	

SEMH	Show an improving picture for supporting SEMH affecting academic learning – using PIVATS Children are ready to learn and the appropriate resources in place to support them
Attendance	To reduce the number of lates To raise attendance percentage more in line with national expectation of 96%

### 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: £ 13276.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving focus on raising attainment for all children by improved monitoring and intervention AHT release time £241 per day	Coaching and supporting staff (teachers and support) with teaching and learning strategies to continue to raise attainment. Interventions to support accelerated progress SLT carrying out PP monitoring and overseeing intervention timetables.	4
Training for all relevant staff to ensure phonics is delivered consistently across school with high expectations £3000	English hub to complete an audit and support to all staff delivering Phonics sessions.	4
Further Staff CPD Power Maths £500 PIVATS – SEN & PSED £377.88	High quality CPD for all staff is essential to follow EEF principles. This is revisited in staff meeting and inset sessions.	4

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

Budgeted cost: £38, 550 inc NTP

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of specific staff members to lead targeted interventions to deliver quality reading phonics and reading catch up sessions £14,700 +£7,600</p>	<p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a> Phonics has a positive impact overall (+5 months and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading (+6 months)</p> <p><a href="#">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a> The impact of collaborative approaches on learning is constantly positive. The effects on primary age children is +3 months (literacy) when working in small groups (3 – 5 pupils) with a joint outcome.</p>	<p>1, 3 &amp; 4</p>
<p>Additional teacher NTP 1 day per week £160 x 25 days = £4000</p>	<p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> EEF evidence ‘Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</p>	<p>4</p>
<p>Appointment of specific staff member to deliver individual S, L &amp; C sessions to</p>	<p>EEF Oral Language Intervention The Weak Language and Communication skills. Children struggle with the spoken</p>	<p>1, 2 &amp; 4</p>

<p>children and promote Makaton across school Including Infant Link and I CAN £11,950 + £300 (speech link)</p>	<p>word, understanding, verbal reasoning, linking ideas and concepts. Identification through Infant Link identifies a bespoke support plan in response to focussed assessments across concept, verb tenses, instructions, pronouns, negatives, questions, verbal reasoning and association. All of which impact on outcomes in Reading and Writing.</p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22859

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase CoTH programme Train all staff Deliver across school £1500</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> EEF Evidence 'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. <i>Three broad categories of SEL interventions can be identified:</i> <i>universal programmes which generally take place in the classroom;</i> <i>more specialised programmes which are targeted at students with particular social or emotional needs; and</i> <i>school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.</i> <i>How effective is it?</i> <i>On average, SEL interventions have an identifiable and valuable impact on</i> The culture of the heart is a wellbeing resources to develop p the value of good character, how to understand emotions, develop good mental habits and explores building blocks of healthy relationships. It supports a deeper understanding and self-awareness</p>	<p>1, 2 &amp; 3</p>
<p>Appointment of FLO To work with individuals and families on specific barriers linked to wellbeing, behaviour and attendance (Jan – July 2022) £5,300  Time from existing TA to deliver nurture groups £3000  Additional lunchtime supervisor £3750</p>	<p><i>On average, SEL interventions have an identifiable and valuable impact on</i> The culture of the heart is a wellbeing resources to develop p the value of good character, how to understand emotions, develop good mental habits and explores building blocks of healthy relationships. It supports a deeper understanding and self-awareness</p>	<p>2, 3, 4 &amp; 5</p>

	<p>creating an inner and wider calm to further support readiness for learning</p> <p><a href="#">Parental engagement   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p> <p>Parental engagement has a positive impact on average of 4 months additional progress., It is crucial to consider how to engage with all parents to avoid widening attainment gaps. It equals approx. 4 months additional progress across a year and there are higher impacts for children with low attainment.</p> <p><a href="#">Behaviour interventions   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p> <p><b><i>EEF Evidence ‘Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories: approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning’</i></b></p>	
<p>Attendance – EWO £375</p> <p>Office staff appointed specific time to monitor and chase up attendance in the first instance £2625</p>	<p>Termly visits or consultation from EWO support school in challenging and supporting absence with parents/careers</p> <p>Specific time allocated to ensure attendance policies and procedures upheld and reasons for attendance to Head teacher. With daily monitoring, action can be taken quickly to engage and support families</p>	<p>5</p>

<p>Power Maths programme &amp; associated manipulatives £495 online subscription £572 Practice Books £560 Manipulatives</p>	<p>Ensuring additional resources such as Numicon and other concrete resources enable more pupils to grow their independence in Maths lessons in all abilities. We use the Concrete, pictorial, abstract approach to fully utilise resources and secure pupils understanding of number and calculation as a priority.</p>	<p>3 &amp; 4</p>
<p>After school clubs 1 hour TA time x 3 a week for 39 weeks £1520</p>	<p>St Ives recognises the importance of enrichment and pupils learning new skills which they may not be able to do outside school due to added pressures of family life, social-economic contributory factors. Many of our families do not have the consumable and economic resources to provide these. Therefore, we feel it is crucial that every opportunity is made for the academy to do so. We are developing a range of clubs for all our children to access.</p>	<p>1, 2 &amp; 3</p>
<p>Breakfast club 1 TA cost 1 hour 15 mins day . 5 days a week x 39 weeks £3162 2 TAs needed to run (School fund other TA)</p>	<p>Subsidised club for PP Children</p>	<p>3, 4 &amp; 5</p>

**Total budgeted cost: £ 74685.88 (Contribution of £2015.88 form main school budget)**

## 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.

Key Objective for 2020 – 2021 PPG	Evaluation of Impact
Focused support from pastoral lead on improving readiness to learn	<ul style="list-style-type: none"><li>• A focussed timetable to ensure specific children received daily check ins, focussed individual and group time ensured an improvement in readiness to learn.</li><li>• Daily check ins, ensured that any potential challenges to the days learning could be quickly identified and supported to provide a calm start to the day.</li><li>• Individual sessions allowed bespoke social and emotional support to be provided to provide a safe space for children to talk, acknowledge their feelings and develop strategies to support them on a regular basis. This saw children become more confident in having a voice, both individually and within a group, they felt heard and demonstrated their strategies to support themselves in the classroom environment. Improvements were noted at home for some children who were also able to apply strategies in all aspects of their life.</li><li>• Group sessions have focussed on developing interpersonal skills such as turn taking, communicating appropriately, supportive relationships etc. This has impacted on almost all of the children who have participated in their conduct in the classroom and out in the playground.</li><li>• The pastoral lead has also seen children on a more flexible basis, as and when it was appropriate. This has ensured the children have instant access to someone who can dedicate the time to listen and support them. The impact of which is that children can then access their school day with the awareness ongoing support is available.</li><li>• Unfortunately the pastoral lead post has not been filled all year which has impacted on soe provision. Where possible the headteacher, has fulfilled this role to ensure continuity for the most vulnerable pupils.</li><li>• Children enjoy their time with the pastoral lead and feel comfortable speaking to her. The strength of relationships with this lead, the emotional availability of the head and assistant head,</li></ul>

has ensured that children are more likely to come to school and that families feel comfortable to share challenges so that a way forward can be found to support them emotionally, financially, and therefore improve attendance.

Improve attendance including reducing 'lates'

- Persistent Absence of all children has reduced from 94 children (2019 – 2020) to 35 children (2020 – 2021). PA of children who met the threshold and are eligible for pupil premium reduced from 32 (2019 – 2020) to 12 children (2020 – 2021).
- Most 'lates' have reduced with more focussed monitoring, introducing new processes and early intervention.

Examples of reductions

Child	2019 – 2020 No of lates	2019 – 2020 Total minutes lost	2020 – 2021 No of Lates	2020 – 2021 Total minutes lost
A	31	325	9	89
B	31	750	0	0
C	3	190	0	0
D	3	105	0	0
E	32	434	13	176
F	25	303	5	121
G	7	102	2	11

Two children's attendance and/or 'lates' have increased, and we are working closely with the families to support improvements.

<p>To improve breakfast club attendance</p>	<p>Attendance of children who are eligible for pupil premium averages at around 50% of all breakfast club attendees. An improved attendance at breakfast club has improved overall attendance and 'lates'</p> <p>This year's regular attendees mostly show improved attendance percentages.</p> <table border="1" data-bbox="544 387 1412 947"> <thead> <tr> <th>Child</th> <th>2019 – 2020 Attendance</th> <th>2020 – 2021 Attendance</th> <th>2019 – 2020 lates</th> <th>2020 – 2021 lates</th> </tr> </thead> <tbody> <tr><td>A</td><td>94%</td><td>98%</td><td>39</td><td>11</td></tr> <tr><td>B</td><td>80%</td><td>89%</td><td>0</td><td>0</td></tr> <tr><td>C</td><td>89%</td><td>94%</td><td>11</td><td>5</td></tr> <tr><td>D</td><td>77%</td><td>92%</td><td>0</td><td>0</td></tr> <tr><td>E</td><td>77%</td><td>96%</td><td>7</td><td>3</td></tr> <tr><td>F</td><td>88%</td><td>91%</td><td>0</td><td>0</td></tr> <tr><td>G</td><td>90%</td><td>75%</td><td>0</td><td>0</td></tr> <tr><td>H</td><td>83%</td><td>89%</td><td>0</td><td>0</td></tr> <tr><td>I</td><td>70%</td><td>84%</td><td>54</td><td>38</td></tr> <tr><td>J</td><td>86%</td><td>98%</td><td>30</td><td>0</td></tr> <tr><td>K</td><td>84%</td><td>97%</td><td>0</td><td>0</td></tr> </tbody> </table>	Child	2019 – 2020 Attendance	2020 – 2021 Attendance	2019 – 2020 lates	2020 – 2021 lates	A	94%	98%	39	11	B	80%	89%	0	0	C	89%	94%	11	5	D	77%	92%	0	0	E	77%	96%	7	3	F	88%	91%	0	0	G	90%	75%	0	0	H	83%	89%	0	0	I	70%	84%	54	38	J	86%	98%	30	0	K	84%	97%	0	0
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<p>Raising attainment for PP children by improving monitoring and interventions</p>	<ul style="list-style-type: none"> <li>• Focussed training on Quality first teaching has improved provision for all pupils across school, as a result attainment of individual children has improved when in school. Both lockdowns (2020 – 2021) have significantly affected many of the pupils eligible for pupil premium, in some areas of learning. To minimise the impact, specific support and welfare calls were made several times a week by class teachers and the DSL to check in. Engagement for lockdown 3 increased significantly, particularly for our pupil premium families and subsequently ensured the children made good progress on their return.</li> <li>• Focussed Pupil progress meetings has ensured that provision has improved for all children with focussed KUNCU (Keep Up not Catch up) sessions instead of more traditional intervention sessions ensuring that intervention is swift, focussed and impactful. Specific interventions have been seen to have an impact on individuals.</li> </ul>																																																												
<p>Dedicated S &amp; L TA to support children with their own SLCN programme</p>	<ul style="list-style-type: none"> <li>• Significant improvements in all aspects of speech and language across all who accessed support. Improvements were noted in composing and saying a sentence; clear understanding of words and improved range of vocabulary; wider range of verbs now routinely used in speech and written work; individual sounds pronounced correctly and clearly; listening and attention skills improved and noticeable in class; more confident speech; increased confidence when speaking 1 to 1, small group and whole class; slower, more precise pronunciation, development of full sentences.</li> </ul>																																																												

Specific PSHE programme	<ul style="list-style-type: none"> <li>• Consistently taught PSHE lessons with a clear, progressive plan (building on previous knowledge and skills) throughout school</li> <li>• Developed understanding from adults of the importance of taught PSHE specifically after several lockdowns and the impact on key skills such as resilience, perseverance, independence and relational skills.</li> <li>• Improved attitudes and access to learning in line with consistent lessons taught and development of key skills</li> <li>• Continued development of key 'life skills'</li> </ul>
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Additional Reference:

Tackling Educational disadvantage blog referencing Marc Rowland

EEF: Using your Pupil Premium Funding effectively

EEF blog: Maximizing the impact of Teaching Assistants in the Classroom – exploring the evidence