

Mrs Bland's Infant and Nursery School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 -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 (23-24) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Mrs Bland's Infant and Nursery School
Number of pupils in school (YR-Y2)	152
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 2021-2024
Date this statement was published	30.09.2023
Date on which it will be reviewed	10.09.2024
Statement authorised by	Catherine Rose- Headteacher
Pupil premium lead	Catherine Rose
Governor / Trustee lead	Chris Rowlands

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,190
Recovery premium funding/school led tutoring allocation this academic year	£10,490.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£65,680.75

Part A: Pupil premium strategy plan

Statement of intent

Our intent is for disadvantaged pupils to be informed, articulate and empowered and to develop a positive attitude to learning. To achieve this all pupils need to develop the skills of early reading to become fluent readers and secure mathematicians, with outcomes at least in line with their non-disadvantaged peers. Disadvantaged children should leave Mrs Bland's School attaining at the least, expected standards in reading, writing and maths and in line with their non-disadvantaged peers.

Children's oracy and vocabulary are key to them making good progress across the curriculum and high quality interaction from adults is key to the modelling and developing of language.

Good quality teaching is essential to support disadvantaged pupils in meeting these objectives. We use our pupil premium to support the development of teachers to teach high quality phonics and reading skills, especially for pupils at the stages of early reading and writing. Staff have completed training on adaptive teaching and all classroom staff have had training on the new phonics programme the school is using, 'A Flying Start to Letters and Sounds'. Teachers are supported to develop high quality teaching through maths mastery and attend regular workshops and receive support from the local mobius maths hub.

Where disadvantaged pupils need additional support, our pupil premium enables small group and one-to-one intervention and tuition for these pupils to make the most progress. It has also enabled the school to think more strategically about specialist professionals into school on a regular basis, to support children where health waiting times are very long (e.g. Speech and Language therapist)

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessment shows that most pupils start school with poor oral language skills and speech and language difficulties and that these pupils are well below the expected standard for their age upon entry to both our Nursery and Reception classes.
2	Baseline assessment shows that disadvantaged pupils are more likely to have a lower vocabulary than their non-disadvantaged peers. This gap can make it harder for pupils to master the curriculum, if it is not addressed early.
3	Assessment shows that the gap between disadvantaged pupils and others widened following school closures and disruptions linked to Covid 19 and this continues to show.
4	Disadvantaged children achieved below other pupils at the end of KS1 in reading and maths and well below in writing.

5	Assessment shows that pupils attaining the lowest 20% of each class in reading, often included disadvantaged pupils
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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
Disadvantaged pupils develop fluency in early reading	The gap between the attainment of disadvantaged pupils and others in reading narrows significantly by the end of KS1
Disadvantaged pupils develop a wider vocabulary and are able to articulate their learning. Through positive interactions, children are able to communicate well, based on modelling from the adults around them.	At the end of EYFS, the development of pupils communication and language shows good progress from starting points.
Pupils attaining within the lowest 20% of each class in reading, writing and maths make good progress.	Pupils attaining at the lowest 20% of each class in reading, writing and maths meet the targets set for them.
The gap between disadvantaged pupils and others narrows significantly at the end of EYFS and KS1.	End of year assessments in maths and English show a diminishing gap between disadvantaged pupils and others.
Disadvantaged pupils have extended opportunities to participate in a broad curriculum and enrichment activities that build on our cultural capital. That our curriculum intent ensures all pupils have access to a broad curriculum and have clear milestones to meet in these at the end of each school year.	All pupils are able to participate fully in all areas of our curriculum, attend cultural events, visits, clubs and enrichment opportunities.

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: £ 19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff in our reviewed phonics policy, which includes the teaching of synthetic phonics using 'A Flying Start to Letters and Sounds'	The EEF summary of evidence in the 'Teaching and Learning Toolkit', shows that teaching synthetic phonics has the most positive impact on pupil attainment in early reading.	2, 4, 5
Employ a qualified speech and language therapist for half a day per week, to assess and train staff in therapy plans. Quality interactions between adults and pupils to model and support improved vocabulary.	The EEF summary of evidence in the Teaching and Learning Toolkit' shows that 'oral language interventions consistently show positive impact on learning'	1, 2, 3
YR/Y1/Y2 teachers trained in Maths Mastery through Mobius Maths Hub.	The EEF summary of evidence indicates that the impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.	3, 4, 5

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

Budgeted cost: £ 24,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group reading, writing catch up teaching with specialist teacher, Resources to enable small group teaching	The EEF toolkit evaluation of small group interventions and support shows this can have a positive impact with an average of four months progress, over the course of a year.	3, 4
Small group maths catch up teaching with specialist maths teacher,	The EEF toolkit evaluation of small group interventions and support shows this can have a positive impact with an average of four months progress, over the course of a year.	3, 4

Resources to enable small group teaching		
Small group reading and writing using structured interventions with a teaching assistant.	Use of one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.	3, 4
Small group reading support with qualified reading support teacher	The EEF toolkit indicates small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind	1, 2, 3, 4

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group activities to support oracy and maths development through practical tasks such as cooking, music, yoga	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1, 2, 4, 5
Time for Talk – to support learning beyond school by developing relationships and parental engagement through structured conversations	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from EEF Toolkit suggests that effective over the course of a year, parental engagement can lead to learning gains of +3 months	1, 2, 3, 4,
Mental Health and well being provision: happiness group, nurture group, 'Friends' lunch club, clubs at lunchtime	Good mental health is critical to children's success in school and life. Research demonstrates that students who receive social-emotional and mental and behavioural health support achieve better academically.	1-5
Pupils participate in enrichment activities which support our curriculum including regular outdoor learning, yoga and theatre visit	The Arts and cultural participation has been shown to have a positive three month + impact on attainment. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Outdoor learning provides opportunities for disadvantaged pupils to participate in activities that they might not otherwise be able to access. Outdoor learning can support pupils to develop non-cognitive	5

	skills such as resilience, self-confidence and motivation. Regular weekly yoga for KS1 to focus on positive mental health – Autumn and Spring Term	
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Total budgeted cost: £65,600

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 2022 to 2023 academic year.

July 2023		
End of EYFS	Disadvantaged (10)	Others (47)
Reading	(4/8)	
Writing	% (4/8)	
Maths	% (7/8)	
Speaking, listening and attention	% (9/8)	
Managaing feelings and behaviour	% (9/8)	
Year 1	Disadvantaged (15)	Others (33)
Reading		
Writing		
Maths		
Year 2 - KS1	Disadvantaged (19)	Others(39)
Reading		
Writing		
Maths		

Service pupil premium funding

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>The Service Pupil Premium is spent paying for an additional half a day per week of an ELSA, who is able to support the children's social and emotional needs.</p> <p>To pay for training up of a new EYFS ELSA to support pupils in Nursery and Reception.</p> <p>Forces Week – to raise awareness of the roles parents have within the services and celebrate the work they do.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>The service children were able to receive support from the ELSA when parents were deployed or away on exercise for long periods of time. They were able to share their feelings and be supported appropriately. Support was often extended to the parent at home and offered continuity of support.</p> <p>The member of staff is able to support pupils in an age appropriate way to deal with many areas, but most commonly separation.</p> <p>Forces week – parents serving in the Forces came into to to domos, talks and hands on experiences with helicopter parts. We were able to staff this and end the week with a celebration where the children performed and made food to have a school 'afternoon tea'.</p>