

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 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	Mrs Bland's Infant and Nursery School
Number of pupils in school	166
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 2021-2024
Date this statement was published	30.09.2021
Date on which it will be reviewed	10.09.2022
Statement authorised by	Catherine Nisbet- Headteacher
Pupil premium lead	Catherine Nisbet
Governor / Trustee lead	Chris Rowlands

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,485
Recovery premium funding allocation this academic year	£5,510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£61,995

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. We use the funding to support additional teachers who provide small group tuition. The funding has also been used to ensure pupils develop fluency in number skills and develop firm foundations to become confident and successful mathematicians. Teachers are supported to develop high quality teaching through maths mastery.

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.

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.
4	Disadvantaged children achieved below other pupils at the end of KS1 in reading and well below in writing and maths.
5	Assessment shows that pupils attaining the lowest 20% of each class in reading, often included disadvantaged pupils.

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: £ 7500

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 the Jolly Phonics scheme	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
TELD – assessment to assess the children's spoken language in EYFS. 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 Mastering Number	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: £ 39,000

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, 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 reading and writing using structured	Use of one-to-one and small-group tutoring ideally involving structured interventions.	3, 4

interventions with a teaching assistant.	There is consistent evidence the approach supports children struggling with aspects of literacy.	
Small group reading support with learning mentor	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: £15,000

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	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 skills such as resilience, self-confidence and motivation.	5

Total budgeted cost: £ 61,500

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

The disruption to school had an increased impact on disadvantaged pupils, most significantly on Reception Classes due to whole school closure. Internal assessments using Hodder Assessments in Year 1 and Year 2 and moderated teacher assessments show the following:

End of EYFS	Disadvantaged (10)	Others (47)
Reading	20%	70%
Writing	10%	70%
Maths	30%	79%
Speaking, listening and attention	40%	94%
Managing feelings and behaviour	60%	94%
Year 1	Disadvantaged (16)	Others (42)
Reading	56%	92%
Writing	50%	83%
Maths	69%	92%
Year 2 - KS1	Disadvantaged (12)	Others(48)
Reading	50%	71%
Writing	58%	69%
Maths	75%	77%

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	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.
What was the impact of that spending on service pupil premium eligible pupils?	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.