# Pupil premium strategy statement

## This statement details Dereham Church Infant and Nursery 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

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| Detail | Data |
| School name | Dereham Church Infant and Nursery School |
| Number of pupils in school | 160 |
| Proportion (%) of pupil premium eligible pupils | 25.63% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | April 2021 |
| Statement authorised by | Mrs Amy Futers  Headteacher |
| Pupil premium lead | Mrs Amy Futers  Headteacher |
| Governor / Trustee lead | Mrs Patricia Waller  Chair of Governors |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £46, 350 |
| Recovery premium funding allocation this academic year | £2103 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £11,084 |
| **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 | £59,537 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| In the 2021 to 2022 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years: £1,320 for pupils in reception year to year 6  Schools will also receive £2300 for each pupil who has left local-authority care because of 1 of the following:  Adoption, a special guardianship order, a child arrangements order, a residence order  If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £2300 rate.  Children who have been in local-authority care for 1 day or more also attract £2300 of pupil premium funding. Funding for these pupils doesn’t go to their school; it goes to the [virtual school head (VSH)](https://www.gov.uk/government/policies/improving-the-adoption-system-and-services-for-looked-after-children/supporting-pages/virtual-school-heads-vsh) in the local authority that looks after the child. [VSHs are responsible for managing pupil premium funding for looked-after children](https://www.gov.uk/pupil-premium-virtual-school-heads-responsibilities).  Our aims are to narrow the disadvantage gap by addressing inequalities and raising the attainment of those pupils in low-income families. We are passionate about providing first-hand experiences for our children to support their educational journey and to support them with speech and language, which we are aware can be a limiting factor in their learning.  The principles on which we base our investment decisions are the following:   * We ensure that teaching and learning opportunities meet the individual needs of the pupils in our care. * We ensure that appropriate provision is made for all pupils who belong to vulnerable groups, including those from low-income families who are disadvantaged.   Following school closure periods in 2020 and 2021, we want to ensure that our recovery premium funding covers any gaps in learning that may have arisen and enables children to continue their education at an age appropriate level.  Pupil premium funding will be allocated following a needs analysis which identifies priority classes, groups and individuals. The Chair of Governors, Headteacher and Senior Leadership Team of the school evaluate all of the year groups in the school. A recommendation is produced on how best to use the funding in order to support and accelerate the educational progress of our pupils in order that they all achieve and attain to their full potential whilst with our school, based on specific needs.  The recommendation is evaluated by the Governing Body who approves the final agreed investment plan for the funding. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Time- internal challenge**  Our school is the children’s first school experience. When children begin our school they are monitored so their needs are clearly identified and as there are no previous assessments it can take time for action to take place and for agencies to work with individual children. It also takes time to build relationships with new parents and for them to fully engage with the school. |
| 2 | **Compound Vulnerabilities- internal challenge**  Compound Vulnerabilities (whole school 2021-22) Out of the 36 Pupil Premium children, 17 have compound vulnerabilities (47%) |
| 3 | **Speech and Language and fine motor skills- internal challenge**  Data shows that children come into school significantly below the age related expectations, particularly with fine motor skills and communication and language, and that their needs have not been addressed before starting our school. |
| 4 | **Speech and Language- external challenge**  Outside agencies need to work with children with SEN(D) and delayed speech and language. The school has experienced delays from waiting lists to see therapists and receive external support and guidance. |
| 5 | **Attendance and Punctuality- external challenge**  Low attendance or lateness can prevent children from settling in to routines and means that vital lessons and education are missed. |
| 6 | **Family Support- external challenge**  The PSA role was dissolved by cluster in 2018 and therefore there is less parent support available. |
| 7 | **Safeguarding Concerns- external challenge**  Some of our Pupil Premium children can experience safeguarding concerns which impact their family situation. This can cause emotional worries or anxiety which can affect well-being and children’s engagement in learning. |

## 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.

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| Intended outcome | Success criteria |
| To improve KS1 and EYFS attainment whilst ensuring all gaps in learning following closure periods are addressed. | Children to be working at the expected or above in reading, writing and maths at the end of Key Stage One and gaps in learning to be addressed following periods of closures in the previous years.  Children to make at least good progress throughout the academic year and experience coverage of all KS1 and EYFS curriculum areas. |
| To improve speech and language support for our children enabling them to have improved attainment in key skills. | Children who have speech and language needs to be identified promptly and receive extra support which will have a positive impact on their learning. |
| To enable parents/carers with support opportunities which enable them to overcome and barriers to learning for their child/ren. | All parents feel confident in supporting their child’s learning at home.  The PSA works in partnership with the families, parents, carers and children to have access to educational opportunities and overcome any barriers to learning and participation. |
| To achieve and sustain improved attendance for all children, particularly our disadvantaged children. | All children attend school on time and remain above 92% attendance. |

## 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: £330.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Speech Link resource to support learning across whole school.  Cost: £330.00 Autumn term only  Senior Teacher and TA to attend NOA Communication Champion Training to further their knowledge to support children’s learning and develop areas of the school environment.  Cost: £0. | Identified growing level of need in school and additional speech referrals being made with lack of speech therapist support.  In previous years, intervention and support from additional adults have had a positive impact on children’s communication skills and ability to access learning. | 1, 2, 3, 4, |

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

Budgeted cost: £44,872.37

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Key Stage One: TAs (total 40 hours a week) to support the development of key skills in the morning Literacy & Mathematics sessions through target teaching and Literacy, Maths and Phonics lessons.  Cost: £6635.20 per term | Additional Staff to support the emotional, social and learning needs identified of classes with identified needs.  Staff to support curriculum coverage for gaps identified in learning through daily target teaching with a half termly focus.  In previous years, intervention and support from additional adults have had a positive impact on children’s learning (see data). The target teaching last academic year saw a positive impact upon children’s progress. | 1, 2, 3, |
| EYFS: TAs (total 30 hours a week) to support the development of key  skills in the morning Literacy & Mathematics sessions through target teaching and Literacy, Maths and Phonics lessons.  Cost: £3252.60 per term | **EYFS** Children enter Reception and Nursery broadly below age related expectations and with a range of specific needs.  In previous years, intervention and support from additional adults have had a positive impact on children’s learning (see data). The target teaching last academic year saw a positive impact upon children’s progress. | 1, 2, 3, |
| Senior Teacher to deliver Speech & Language/Talk Boost support, including EAL  Cost: £1445.28 per term  Additional S&L TAs to deliver Speech and Language interventions in all year groups (16 hours).  Cost: £2713.16 per term | Identified growing level of need in school and additional speech referrals being made with lack of speech therapist support.  In previous years, intervention and support from additional adults have had a positive impact on children’s communication skills and ability to access learning. | 1, 2, 3, 4, |
| Children to have opportunities for additional time on core subjects through after school curricular groups in Reception, Year 1 and Year 2. These will be based on termly assessments that provide targeted support for specific objectives.  Cost: £546.73 each half term for 5 half terms | Our staff will provide a supportive learning environment with a familiar adult. The catch-up groups will have specific learning objectives in key skills following assessment to move learning forward. | 1, 2, 3, 4 |

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

Budgeted cost: £7,591.08

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| HT and Attendance Lead to monitor attendance half termly and invite parents to attendance panels to discuss further action.  HT and Attendance Lead to monitor attendance half termly and discuss actions.  Cost: £1265.18 per term | Following panel meetings, attendance for specific families improves. | 5, 6, 7 |
| PSA supports parents with behaviour, finance, home support and educational needs through an appointment based service.  The PSA works directly with parents where presenting needs are below the thresholds that trigger the involvement of specialist services and other agencies.  Cost: £1265.18 per term | The PSA role was dissolved previously and parents frequently ask for support with emotional, social and educational needs.  Following training, the PSA has been able to meet with parents as requested to provide support and guidance around parenting, finance and housing needs. | 1, 5, 6, 7 |
| Second-hand uniform will be available at collection times for all families for either a small donation or to ‘swap’.  Families requiring financial support, will be notified that items of uniform (jumpers/polo-shirts/dresses/trousers) are available should this be required.  Cost: £0. | The Education (Guidance about Costs of School Uniforms) Act 2021 was passed in April 2021 to encourage uniforms are of a reasonable cost for families.  Some families have requested support with funding uniforms in previous years. | 6 |

**Total budgeted cost: £52,793.45**

# 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.

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| Desired Outcome | Chosen action/approach | Estimated Impact: Did you meet the success criteria? | Cost |
| Children to be working at the expected or above in reading, writing and maths at the end of Key Stage One and gaps in learning to be addressed following school closure period in Summer 2020.  Children to make at least good progress throughout the academic year and experience coverage of all KS1 and EYFS curriculum areas. | Key Stage One: Additional TAs (total 56 hours a week) to support the development of key  skills in the morning Literacy & Mathematics  sessions.  Year 2 TA supports Literacy and Maths across classes. | 93% of pupils eligible for PP made at least expected progress in reading.  100% of pupils eligible for PP made at least expected progress in writing.  93% of pupils eligible for PP made at least expected progress in maths.  See above results. | £7867.59 per half term |
| Children who have speech and language needs to be identified promptly and receive extra support which will have a positive impact on their learning. | Senior Teacher to deliver Speech & Language/Talk Boost support, including EAL  Additional S&L TAs to deliver Speech and Language interventions in all year groups (12 hours).  Level 4 award training in Speech, Language and Communication Needs to be provided for 1 additional TA to deliver S&L for Autumn and Spring term.  Speech Link resource to support learning across whole school. | 7 children received Speech intervention in Reception. 100% made progress in the wellcomm assessment of language and 42% made at least expected progress in speaking, and listening and attention.  6 children received Speech intervention in Year 1. 83% made expected or above progress in writing and reading.  5 children received Speech intervention in Year 2. 100% made at least expected progress in reading and writing. | £7381.21 per term |
| Children to make at least good progress throughout the academic year. | Additional TAs (22 hours a week) to support in the EYFS/Reception classes and one TA (10 hours a week for first half term).  Increased TA support to be used for intervention and support the teaching of key skills, particularly in literacy from Nursery.  Reception TA runs specific support for fine motor skills name recognition or writing, phase one phonics | Summer EYFS Results for pupils eligible for PP (who achieved a 2 or above)  Reading 10% (all chn 55.8%)  Writing 20% (all chn 62.7%)  Numbers 20% (all chn 55.8%)  Shape, Space and Measures 30% (all chn 65.1%)  Speaking 16% (all chn 58%)  See above for progress results. | £5710.53 per term. |
| All parents feel confident in supporting their child’s learning at home. | ADSL/Attendance Lead to complete PSA training from Lionwood Teaching School to support parents with behaviour, finance, home support and educational needs | The training was completed in July 2021 and parents began asking for appointments. | £150.00 total. |
| All children attend school on time and remain above 92% attendance. | HT and Attendance Lead to monitor attendance half termly and invite parents to attendance panels to discuss further action. | Attendance was monitored in the Autumn and Summer term. Due to Covid-19, there were periods of absence due to isolation or awaiting tests so attendance was more sporadic than in usual times. | N/A |

## 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*

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| Programme | Provider |
| Speech Link | Multimedia Ltd |
| Teddy Talk Test | Teddy Talk Test |
| Wellcomm | GL Assessment |
| Tapestry (KS1 and EYFS) | Tapestry Online Learning Journal |
| Jigsaw PSHE | Jigsaw PSHE Ltd (Jan Lever) |
| White Rose Maths | Trinity MAT |

## Service pupil premium funding (optional)

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

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | Key Stage One: Additional TAs (total 56 hours a week) to support the development of key  skills in the morning Literacy & Mathematics  sessions.  Year 2 TA supported Literacy and Maths across classes. |
| What was the impact of that spending on service pupil premium eligible pupils? | 100% of pupils eligible for service pupil premium made at least expected progress in reading.  100% of pupils eligible for service pupil premium made at least expected progress in writing.  100% of pupils eligible for service pupil premium made at least expected progress in maths. |

# Further information

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| **Planning, implementation and evaluation:**  When deciding how our funding should be allocated, we considered the needs of the community following external circumstances, such as the pandemic, whilst also considering children’s individual needs.  Following a triangulation of monitoring, we know that our best resource is our staff in supporting children’s learning. We wanted to ensure that children had familiar adults to support children with group and individual work.  We will continue to review our plan and make any necessary changes to ensure the funding is used effectively in securing better outcomes for our children. |