

## Pupil premium strategy statement

This statement details Dereham Church Infant and Nursery School's use of pupil premium (and recovery premium for the 2022 to 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 and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Dereham Church Infant and Nursery School
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	29.76%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Charlotte Whyte Interim Headteacher
Pupil premium lead	Charlotte Whyte Interim Headteacher
Governor / Trustee lead	Mrs Patricia Waller Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,245
Recovery premium funding allocation this academic year	£4,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,933
<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	£62,383

## Part A: Pupil premium strategy plan

### Statement of intent

#### **How Pupil Premium Funding is Calculated:**

In the 2022 to 2023 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: £1,385 for pupils in reception year to year 6

Schools will also receive £2410 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 £2410 rate.

Children who have been in local-authority care for 1 day or more also attract £2410 of pupil premium funding. Funding for these pupils doesn't go to their school; it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing pupil premium funding for looked-after children.

#### **Our Aims:**

- To narrow the disadvantage gap by addressing inequalities and raising the attainment of those pupils in low-income families.
- To address/meet the social, academic and pastoral needs of socially disadvantaged pupils by providing a nurturing environment.
- To ensure every child in our care is valued, respected and entitled to develop to their full potential irrespective of need.
- To provide 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.
- To provide high-quality teaching with a focus on areas in which disadvantaged pupils require the most support.

#### **Principles on which we base our investment decisions:**

- We ensure that teaching and learning opportunities meet the individual needs of the pupils in our care and that funding will be allocated following a needs analysis which identifies priority classes, groups and individuals.
- We ensure that appropriate provision is made for all pupils who belong to vulnerable groups, including those from low-income families who are disadvantaged or who have or have had a social worker
- 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.
- To use evidence-informed approaches to the strategies we use to support disadvantaged children by referring to current evidence and research including the Education Endowment Foundation.
- When deciding how funding should be allocated, we consider 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 want to ensure that children have familiar adults to support children with group and individual work while also taking advantage of additional help from external tutors through the National Tutoring Scheme.

### **Analysing Data and Identification of Pupils:**

We will ensure that:

- Teaching staff are involved in the analysis of data and attend regular Pupil Progress meetings so that they are fully aware of the strengths and areas of development across the school
- Staff are aware of who Pupil Premium and vulnerable children are
- Children’s individual needs are considered, so that all Pupil Premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)

## **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	Compound Vulnerabilities (whole school 2022-23) Out of the 49 Pupil Premium children, 29 have compound vulnerabilities (59%)
2	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. 2021 on entry

	data for disadvantaged pupils showed 10% had listening, attention and understanding and only 10% had speaking and 0% had fine motor skills at ARE on entry to Reception.
3	Yr 1 Phonics assessment Summer 2022 shows that only 18% of disadvantaged pupils are meeting the expected pass mark of 32.
4	Assessments on Summer 2022 shows that only 38% of disadvantaged pupils are meeting the expected standard for Reading.
5	Assessments on Writing Summer 2022 shows that only 11% of disadvantaged pupils are meeting the expected standard for Writing.
6	Assessments on Maths Summer 2022 shows that only 44% of disadvantaged pupils are meeting the expected standard for Maths.
7	Low attendance or lateness can prevent children from settling in to routines and means that vital lessons and education are missed.
8	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.
9	Evidence obtained through observations and knowledge of pupils and their social circumstances, shows that disadvantage pupils do not always have the same opportunities and wealth of experience as their peers.

## 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
To close the gap between disadvantaged pupils in EYFS. This is done through 1:1 activities, focused support on speech and language and friendship support work.	Disadvantaged pupils will make accelerated progress in fine motor skills and communication and language.
Improved phonics attainment for disadvantaged pupils.	Disadvantaged pupils will make accelerated progress in phonics. Disadvantaged pupils to achieve the same attainment (or better) than their peers.

Improved reading and writing attainment for disadvantaged pupils.	Disadvantaged pupils will make accelerated progress in reading and writing.  Disadvantaged pupils to achieve the same attainment (or better) than their peers.
Improved maths attainment for disadvantaged pupils.	Disadvantaged pupils will make accelerated progress in maths  Disadvantaged pupils to achieve the same attainment (or better) than their peers.
To improve speech and language support for our Disadvantaged pupils enabling them to have improved attainment in key skills.	Pupils who have speech and language needs to be identified promptly and receive extra support which will have a positive impact on their learning.
To achieve and sustain improved attendance for our disadvantaged pupils.	All pupils attend school on time and remain above 92% attendance.
The wellbeing of disadvantaged pupils will be improved, so that they are ready to learn.	Feedback from teacher assessments and observations show that pupils are settled, emotionally balanced and confident in using strategies to self-regulate.
Disadvantaged pupils will have same access to clubs, trip and other extra-curricular opportunities.	Disadvantaged pupils are accessing a wide range of clubs, trips and other enrichment activities.  Pupil voice shows the impact of extra-curriculum activities and that their aspirations are improved.

## 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: £550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of DfE synthetic phonics ELS additional resources to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged. ( <i>Education Endowment Foundation</i> ) <b>EEF +5 months impact £330</b>	1,2,3
Purchase of e-books ELS Oxford Owl	Additional books to support our ELS phonics program. £220 annual subscription	1,2,3,4

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

**Budgeted cost: £10,050**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Speech and Language TA to deliver Speech and Language interventions across the school inc EYFS. (x13 hours per week)	Oral language intervention with LW. <i>(Education Endowment Foundation) EEF +6 months impact</i> £3900	1,2
Additional 1:1 phonics and reading sessions to support pupils whose first wave of phonics teaching needs consolidation in Reception and KS1.	Phonics sessions with 1:1 tutors after initial phonics teaching <i>(Education Endowment Foundation) EEF +5 months impact</i> £3600 JP	1,2,3
Guided reading sessions after school for invited children Catch up in KS1	Reading comprehension has high impact. <i>(Education Endowment Foundation) EEF +6 months impact</i> £1750	3,4
National School Led Tutoring 40%.	Cost of the 40% of the National Tutoring Program £2701	5,6
To provide bespoke writing interventions.	Small group support <i>(Education Endowment Foundation) EEF +4 months impact</i> <i>Provide good quality feedback to move the children on.</i> <i>(Education Endowment Foundation) EEF +6 months impact</i>	5
To provide bespoke maths interventions in KS1.	Maths Whizz. Individualised learning. <i>(Education Endowment Foundation) EEF +4 months impact</i> £4400 for the package and £2400 TB <i>Provide good quality feedback to move the children on.</i> <i>(Education Endowment Foundation) EEF +6 months impact</i>	6

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

**Budgeted cost: £51,783**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HT and Attendance Lead to monitor attendance monthly and invite parents to attendance panels to discuss further action.</p> <p>HT and Attendance Lead to monitor attendance monthly and discuss actions.</p>	<p>Following panel meetings, attendance for specific families improves.</p>	<p>1,7</p>
<p>PSA supports parents with behaviour, finance, home support and educational needs through an appointment based service.</p> <p>The PSA works directly with parents where presenting needs are below the thresholds that trigger the involvement of specialist services and other agencies.</p>	<p>PSA able to meet with parents as requested to provide support and guidance around parenting, finance and housing needs.</p> <p>£6100 per term / £12200 this academic year</p> <p><i>Families asking for additional support from School. Pupils being unable to concentrate or tired in lessons. <b>The Sutton Trust Cost of Living 2022</b></i></p>	<p>1,8,</p>
<p>Second-hand uniform will be available for all families for either a small donation or to 'swap'.</p> <p>Families requiring financial support, will be notified that items of uniform (jumpers/polo-shirts/dresses/trousers) are available should this be required.</p>	<p>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.</p> <p>Some families have requested support with funding uniforms in previous years. £300</p> <p><i>Pupils coming into school without adequate winter clothing (e.g.coat) <b>The Sutton Trust Cost of Living 2022</b></i></p>	<p>1,8,</p>
<p>To support pupils, including disadvantaged pupils, with nurture intervention. All children across the school are included. Rec and Nursery within school</p>	<p>Small group support and 1:1 (<i>Education Endowment Foundation</i>) <b>EEF +4 months impact</b> £1800 JF</p> <p>Emotional Literacy Support Assistant (ELSA) CEPP £120 per year JF</p>	<p>1,8</p>

additional support. Nursery supported in class.		
Children to have access to the same opportunities of others including clubs and trips.	Small group support <i>(Education Endowment Foundation) EEF Art participation and involvement in physical activity +3/+1 months impact £5000 and will increase as the terms progress.</i>	1,9
Children to have access to food to ensure they are fed.	Cereal for breakfast if needed. Toast for morning snack. £198 <i>Pupils coming to school hungry. The Sutton Trust Cost of Living 2022</i>  Food vouchers provided for the family if needed	1,8,9

**Total budgeted cost: £ 38919 to December 2022**



## 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.

Desired Outcome	Chosen action/approach	Estimated Impact: Did you meet the success criteria?	Cost
To improve KS1 and EYFS attainment whilst ensuring all gaps in learning following closure periods are 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	Limited impact. Actions were not easily measurable. Therefore we are adopting in the moment or next session support.	£19905.60
	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		£9757.80
	Senior Teacher to deliver Speech & Language/Talk Boost support, including EAL Cost: £1445.28 per term		£4335.84
	Additional S&L TAs to deliver Speech and Language interventions in all year groups (16 hours). Cost: £2713.16 per term		£8139.48
	Children to have opportunities for additional time on core subjects through after school curricular groups		

	<p>in Reception, Year 1 and Year 2. These will be based on termly assessments that provide targeted support for specific objectives.</p> <p>Cost: £546.73 each half term for 5 half terms</p>		£2733.65
<p>To improve speech and language support for our children enabling them to have improved attainment in key skills.</p>	<p>Speech Link resource to support learning across whole school. Cost: £330.00 Autumn term only</p> <p>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.</p>	Course completed.	£330
<p>To enable parents/carers with support opportunities which enable them to overcome and barriers to learning for their child/ren.</p>	<p>PSA supports parents with behaviour, finance, home support and educational needs through an appointment based service.</p> <p>The PSA works directly with parents where presenting needs are below the thresholds that trigger the involvement of specialist services and other agencies.</p> <p>Cost: £1265.18 per term</p> <p>Second-hand uniform will be available at collection times for all families for</p>	<p>PSA working well with families. Some have needed someone to talk to and advice, others have needed additional help form external professionals.</p> <p>Pupils presenting at school in need of additional or clean, dry uniform were provided with clothing to enable</p>	£3795.54

	<p>either a small donation or to 'swap'.</p> <p>Families requiring financial support, will be notified that items of uniform (jumpers/polo-shirts/dresses/trousers) are available should this be required.</p> <p>Cost: £0.</p>	<p>them to be comfortable in class.</p>	
<p>To achieve and sustain improved attendance for all children, particularly our disadvantaged children.</p>	<p>HT and Attendance Lead to monitor attendance half termly and invite parents to attendance panels to discuss further action.</p> <p>HT and Attendance Lead to monitor attendance half termly and discuss actions.</p> <p>Cost: £1265.18 per term</p>	<p>With the continued Covid restrictions, attendance remained an issue. Parents were fined for holidays Letters were set out to families to come in and work with us. One family had a fast track was put in place. Half termly certificates were given for 100% and up to 98% attendance each half term.</p>	£3795.54

## 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*

Programme	Provider

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A
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## Further information

### **Planning, implementation and evaluation:**

- The Pupil Premium Link Governor, Headteacher and Senior Leadership Team will evaluate all of the year groups in order to produce a recommendation on how best to use the funding to support and accelerate the educational progress of our pupils so that they all achieve and attain to their fullest potential.
- The recommendation and the agreed investment plan will then be presented to the Governors in the Pupil Premium Strategy Report for their review and approval.
- Throughout the academic year, the Governing Body will receive regular reports from the Headteacher and the Pupil Premium Governor on the impact of the initiatives set out in the Pupil Premium Strategy Report.
- 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.