

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 |
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| School name | South Stanley Infant & Nursery School |
| Number of pupils in school | 154 |
| Proportion (%) of pupil premium eligible pupils | 54% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | 29.12.2021 |
| Date on which it will be reviewed | April 2022 |
| Statement authorised by | Louise Thompson |
| Pupil premium lead | Louise Thompson |
| Governor / Trustee lead | Emily White |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £86,080 |
| Recovery premium funding allocation this academic year | £5,670 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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 | £91,750 |

Part A: Pupil premium strategy plan

Statement of intent

At South Stanley Infant & Nursery School we believe that our practice ensures that the individual needs of our pupils are met, including those of our most vulnerable pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and Non – Pupil Premium both within school and nationally. It is our desire that no pupil is left behind and we use our pupil premium funding effectively to achieve this.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations in phonics, reading, writing and maths but particularly in writing.</p> |
| 2 | <p>Some pupil premium children lack experiences that serve to enrich their vocabulary development, understanding and knowledge which negatively impacts on their learning and comprehension.</p> |
| 3 | <p>Many of our pupil premium children do not have support at home with reading which impacts negatively on their positive view of reading. School therefore have to ensure that there are opportunities in school to support and value reading.</p> |
| 4 | <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, with disadvantaged pupils demonstrating significantly less emotional resilience and self-regulation compared to other pupils which impacts upon their ability to access their learning.</p> <p>A greater % of disadvantaged pupils require small group and/or 1-1 interventions.</p> |

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| 5 | <p>Historic attendance data indicates that attendance among disadvantaged pupils has been slightly lower than for non-disadvantaged pupils but had begun to narrow. Data thus far for 2021-2022 indicates that this gap has widened and is particularly prevalent in younger children.</p> <p>Our assessments and observations indicate that absenteeism and lateness is negatively impacting disadvantaged pupils' progress.</p> |
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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 |
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| Pupils eligible for Pupil Premium make accelerated progress in phonics, reading, writing and maths. | <p>Y1 phonics results will show a reduction in the number of disadvantaged children who do not achieve the expected standard in phonics from previous year's data.</p> <p>Y2 phonics results confirm that an increasing number of disadvantaged pupils meet the standard.</p> <p>Small group and 1-1 interventions tracked to show evidence of positive impact.</p> <p>Evidence in books shows accelerated progress for disadvantaged pupils.</p> <p>Data shows accelerated progress for disadvantaged pupils.</p> <p>Summative data shows improvements in % of pupils at ARE.</p> |
| A greater % of children reading at least three times per week at home and all members of the school community demonstrating an understanding of the school community's reading for pleasure ethos. | <p>School will continue to participate in the OU Reading for Pleasure project, developing a reading for pleasure ethos and implementing strategies which impact positively upon children's intrinsic motivation to read. (see school RfP Audit and Action Plan)</p> <p>Evidence of children enjoying daily protected storytime.</p> <p>Story suitcases to be developed to include poetry selection – evidence of children enjoying poetry.</p> <p>Poetry shared in assemblies and in staff meetings – evidence of pupils and staff developing an increased knowledge of poetry.</p> <p>An increase in attainment for reading for all pupils</p> |

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| | <p>Lunchtime RfP sessions developed – increased % of disadvantaged pupils accessing sessions.</p> <p>Data shows staff have a greater knowledge of quality children’s authors and poets.</p> <p>Increased % of disadvantaged pupils receiving a special reward for reading 3 times per week</p> <p>Increased % of disadvantaged pupils receiving a special reward for reading 5 times per week</p> <p>Disadvantaged readers identified by class staff and read with daily.</p> <p>Decrease of % of parents being contacted by HT for persistent nonreading.</p> |
| <p>For all pupils to demonstrate improved oracy and vocabulary.</p> | <p>School to continue to access Nuffield Early Language Intervention (NELI) with additional staff identified and trained.</p> <p>Oracy is clearly seen to be of high priority across the school curriculum with speaking and listening opportunities visible in class through learning walks/lesson observations</p> <p>Guided reading sessions to ensure teachers demonstrate metacognitive talk and include teaching of retrieval, meaning and inference.</p> <p>Whole school assemblies include opportunities for vocabulary development.</p> <p>Protected storytime allows for key vocabulary to be discussed and ‘book talk’ to be firmly embedded – children confident to enquire about vocabulary meaning and have a greater insight into the thought processes involved in being a reader.</p> <p>Book talk to be firmly embedded across school with all staff demonstrating confidence in teaching this to children.</p> <p>PSHCE lessons to include circle time where listening and speaking skills are explicitly taught</p> <p>Vocabulary displays for curriculum subjects evident in classes and accessed by children.</p> |

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| <p>A greater proportion of disadvantaged children will be exposed to a wider range of enrichment social, cultural, musical and sporting experiences which impacts positively upon learning.</p> | <p>Greater % of disadvantaged pupils have opportunities to participate in a wide range of extra-curricular activities both within and outside of the school day.</p> <p>An increased number of visitors in school to support and enhance learning – discussions with children and evidence the impact of these visits.</p> <p>Greater % of disadvantaged pupils will access external visits to support knowledge and understanding.</p> <p>Greater % of disadvantaged pupils have opportunities to develop personal skills such as resilience and confidence through access to roles of responsibility in school e.g. school council, buddies, monitors.</p> |
| <p>Improved emotional resilience for disadvantaged pupils with emotional regulation difficulties, anxiety and those lacking in emotional resilience.</p> | <p>Children who require support with emotional resilience identified and placed in targeted groups for EWEL interventions which impacts positively upon emotional well-being.</p> <p>Relax Kids interventions for specific groups boosts emotional resilience and self-regulation for identified children.</p> <p>Weekly yoga sessions and after school 'Relax Kids' sessions provided for free and disadvantaged pupils are prioritised – positive impacts seen in emotional well-being of identified children.</p> <p>Whole school training for Zones of Regulation and ongoing weekly lessons impacts positively on emotional well being. Consistent language evident across school with children and staff.</p> <p>Good relationships with parents established which addresses underlying concerns with timely referrals to specialist agencies for further support as required.</p> <p>Learning Walks/Lesson Observations highlight examples of resilient children/learners.</p> <p>A lower % of incidents of negative behaviours for disadvantaged pupils recorded.</p> |
| <p>Increased attendance rates for PP children.</p> | <p>% of non-attendees at least in line with national average</p> |

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| <p>Reduce the number of persistent absentees so that it is at least in line with NA.</p> <p>Increased punctuality for PP children.</p> | <p>Increase in attendance rates for pupil premium children</p> <p>Improved parent/school relationships supported by the Attendance Officer and other agencies.</p> <p>Greater number of children receiving termly 100% Attendance award.</p> |
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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: £42,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Improve wellbeing and emotional resilience for pupils by providing Relax Kids sessions, Yoga and Mindfulness sessions, Connecting with Children sessions, Angry Arthur sessions and implementing whole school self-regulation via Zones of Regulation.</p> <p>Whole school staff training for Zones of Regulation.</p> <p>Training for staff on Connecting with Children</p> <p>Prioritise referrals to outside agencies for PP pupils</p> | <p>EEF findings show that approaches to develop social and emotional learning have a positive impact on outcomes and that embedding programs into school culture, staff training and buy in are key. (impact +4 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | <p>1 and 4</p> |
| <p>Purchase of updated standardised diagnostic assessments.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> | <p>1, 2 and 4</p> |

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| Training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF | |
| Sounds Write Training for all additional staff. | <p>The Sounds Write phonics programme will be used for whole class and targeted intervention and benefits have been reported by DfE. https://www.soundswrite.co.uk/sites/soundswrite/uploads/files/55-dfe_report_on_sounds_write.pdf</p> <p>EEF findings show that high quality teaching of phonics has a positive impact on outcomes and that consistency in delivery is key. (impact +5 months) https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p> | 1 |
| Training for all staff and Reading Lead to develop Reading for Pleasure in line with Open University Project. | <p>EEF findings show that teaching of metacognitive approaches can have a positive impact on outcomes and that explicit teaching of these skills is key for disadvantaged children. (impact +7 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> | 2 |
| Training for all staff in EYFS and KS1 on promoting Oracy across EYFS and KS1. | <p>EEF findings show that oral language interventions have a positive impact on outcomes and that consistency in delivery is key. (impact +5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> | 2 |

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

Budgeted cost: £30,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Additional Teacher/ TA time to provide pre-teaching, post teaching and lunchtime interventions targeting PP children in phonics, reading writing and maths.</p> <p>Small group and 1-1 interventions supported by TAs/Teachers</p> | <p>EEF findings show that 1-1 teaching has a positive impact on outcomes and that training for staff is key. (impact +5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF findings show that small group tuition has a positive impact on outcomes and that accurate diagnostic assessment of children’s needs and training for staff is key. (impact +4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF findings show that teaching of reading comprehension strategies has a positive impact on outcomes and that accurate diagnostic assessment of children’s needs is key. (impact +6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | <p>1 and 3</p> |
| <p>Additional staff time to provide 1-1 reading sessions for disadvantaged readers targeting PP children.</p> | <p>EEF findings show that 1-1 teaching has a positive impact on outcomes and that training for staff is key. (impact +5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF findings show that teaching of reading comprehension strategies has a positive impact on outcomes and that accurate diagnostic assessment of children’s needs is key. (impact +6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | <p>1, 2 and 3</p> |
| <p>Invest in further phonics linked reading books for struggling disadvantaged readers to ensure children are reading books of interest and age appropriate</p> | <p>EEF findings show that high quality teaching of phonics has a positive impact on outcomes and that consistency in delivery is key. (impact +5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | <p>1, 2 and 3</p> |

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| matched to their ability | | |
| Invest in resources, trips and visitors to develop creativity (eg - Now Press Play) to broaden children's experiences linked to curriculum. | EEF findings show that approaches to develop arts and creativity have a positive impact on outcomes (impact +3 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 2 and 4 |

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

Budgeted cost: £20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Improve attendance of pupils through developing positive relationships Attendance and Welfare Office, regular reviews of attendance through attendance meetings. | EEF findings show that effective parental engagement has a positive impact on outcomes and it can be more effective for children with lower prior attainment. (impact +4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 5 |
| Developing an improved offer for parents to develop better home/school support via open mornings, homework clubs, information sharing events run via external agencies and online training courses. | EEF findings show that effective parental engagement has a positive impact on outcomes and it can be more effective for children with lower prior attainment. (impact +4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 5 |
| Developing our after-school provision to include a wide range of clubs to extend and enrich children's experiences with disadvantaged children prioritised. | EEF findings show that approaches to develop arts and creativity have a positive impact on outcomes (impact +3 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 2 and 4 |

Total budgeted cost: £92,500

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in phonics, reading, writing and maths; with writing being most significantly affected. Data shows that our youngest children in school were also most adversely affected. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. The very young age of our children also impacted upon their ability to make progress generally whilst not accessing provision in school. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Persistent absenteeism was being addressed through the use of pupil premium funding during 2020-2021 with some positive impact being evidenced. However evidence from this academic year has shown that a range of factors post-lockdown are impacting negatively upon attendance in 2021-2022. The use of pupil premium funding will be used to continue to address these factors this year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly noticeable for disadvantaged pupils and our youngest children. We used pupil premium funding to provide wellbeing support for all

pupils, and targeted interventions where required and we continue with an enhanced approach in this plan.