

Pupil premium strategy statement 2022- 2023

Normanton All Saints CE (A) Infant School

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 and how we intend to spend the funding in this academic year.

Pupil Premium is additional funding provided to the school based on the number of pupils who are currently receiving or have received Free School Meals (FSM) within the last six years, for Looked After Children and for children whose parents are in the armed forces. It is additional funding given to schools in order to address the inequalities between those children eligible for free school meals and their peers. It is our duty to use the Pupil Premium funding effectively in order to raise achievement and diminish the difference between these children and their peers both at a school and at a national level.

School overview

Detail	Data
Normanton All Saints CE (A) Infant School	
Number of pupils in school	254 302 including nursery pupils
Proportion (%) of pupil premium eligible pupils	19% 47 pupils Pupil Premium 1 LAC, 2 Post LAC (50 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	1st September 2021 (Reviewed September 2022)
Date on which it will be reviewed	1st September 2023
Statement authorised by	Headteacher Amy Stone
Pupil premium lead	Amy Stone and Elizabeth Cowling
Governor / Trustee lead	Leah Huddleston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,255- 2021

	£65,095- 2022 Pupil premium £68,735 (Including LAC/ post LAC)
Recovery premium funding allocation this academic year	£5,800- 2021 £6598- 2022
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	£63,055- 2021 £75,333- 2022

Part A: Pupil premium strategy plan

Statement of intent

At Normanton All Saints CE (A) Infant School our main priority is to make sure that all children have access to high-quality inclusive teaching, effective formative assessment and strong relationships. This matters for all children but this is particularly important for those who are disadvantaged and who find learning difficult.

We are fully committed to ensure that every child leaves our school as a confident and fluent reader. We therefore value the importance of reading and language development for all pupils in order for them to be successful, access and achieve highly across the curriculum. The language and text rich curriculum has been built upon research so our children have the best pedagogical approaches based on cognitive load theory and gain good subject knowledge. We prioritise the professional development of all staff through well planned CPD and coaching to enable them to have the right skills, knowledge and expertise to continuously improve practice and consequently improve outcomes for all pupils including those disadvantaged. If and when any child experiences barriers to their learning, carefully well planned and effectively delivered intervention is swiftly implemented, which is carefully monitored by staff to ensure that every child keeps up and achieves. Our pupil premium strategy is driven by assessment of need of our pupils and we aim to intervene in the earliest of years to allow all pupils to thrive. Therefore, leaders are determined to ensure that every child attends school every day. The implementation of this strategy is a collective whole school responsibility.

Challenges

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

Challenge number	Detail of challenge
1	Lower communication and language skills and limited vocabulary- Need to address pupils' language deficit through early intervention.
2	Baseline- A large proportion of disadvantaged pupils have lower starting points in areas such as PSED, C&L, literacy and mathematics.
3	Disadvantaged pupils attaining lower compared to all other pupils in Year 1 phonics and at end of KS1 in reading, writing and maths. Phonics and reading remains a high priority across the school and pupils require additional catch up support in these areas.
4	Limited opportunities to gain wider cultural capital and therefore the need for the school to further enhance the curriculum through educational visits and wider curriculum opportunities, which will also focus on increasing pupil vocabulary through wider experience.
5	Notable link between low attendance and low attainment. Continued priority on improving attendance (including punctuality) and readiness to learn for disadvantaged pupils.
6	Maths- Need for ensuring the fundamental basics are securely embedded in mathematics for pupils to know and remember more.

	Limited mathematical talk and need to increase pupil confidence in maths and overcome misconceptions, which has been identified as a result of the Covid-19 pandemic.
7	Increase in pupil numbers with SEMH needs. Continued need for a whole school commitment to the Thrive project and use of trained Thrive practitioners to intervene early.
8	Reading and limited home support when listening to children read. Identified need to encourage reading for pleasure and widen the opportunities for pupils have books to read and enjoy at home. Continued whole school focus on ensuring pupils are reading often, applying the decoding skills accurately and are fluent readers.

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 raise standards in phonics and reading for all pupils including those disadvantaged. Pupils who are at risk of reading failure are identified early and targeted and regular intervention is enabling pupils to keep up. Pupils leave the school reading fluently and confidently and have a love for reading.	<ul style="list-style-type: none"> Continued improvement of the PSC results at the end of Year One. Remain above the national average for all pupils including those disadvantaged <p>Phonics data 2022: Year 1: 90%, end of KS1 outcomes 95% National: 76%, end of KS1: 87% Disadvantaged school: 89% All others school: 91% National all: 76%</p> <ul style="list-style-type: none"> Disadvantaged pupils to achieve national average end of KS1 in reading. All disadvantaged pupils to have made rapid progress from their starting points. <p>End of EYFS reading: All school: 77% Disadvantaged reading school: 75% National all: 75%</p> <p>End of KS1 reading: All 83% expected, National all: 67% Disadvantaged school: 93%</p> <ul style="list-style-type: none"> All pupils are reading often and widely across the curriculum and have access to high quality texts. Pupils are fluent readers at the end of KS1. Swift and timely intervention is ensuring that pupils are able to read by

	<p>applying their phonics effectively to decode words.</p>
<p>As a result of a well planned and sequential curriculum, based around the development of early speaking, communication and language and vocabulary, pupils develop proficiency in their spoken language.</p> <p>Consequently, pupils achieve highly and they know more and remember more across the curriculum.</p> <p>Well planned, targeted and early support and intervention is given for identified pupils by well-trained and knowledgeable staff.</p>	<ul style="list-style-type: none"> Disadvantaged pupils are able to talk effectively about their learning and are able to access the curriculum because they have improved vocabulary development. Communication and language outcomes at the end of the EYFS have improved and are in line with national. <p>Communication and language: Speaking: School all: 79%, Disadvantaged 63% National: 83% Listening, attention and understanding: School all: 79%, Disadvantaged 63% National: 82%</p> <ul style="list-style-type: none"> Pupils' work indicates that disadvantaged pupils produce quality work across the curriculum. There are no barriers to disadvantaged pupils to access wider enrichment opportunities.
<p>All pupils, including those identified as disadvantaged, achieve well in mathematics as a result of a well-planned, sequential and spiral curriculum, which is focused on pupils' securing a deeper understanding of the fundamental basics of maths alongside developing good mathematical talk.</p>	<ul style="list-style-type: none"> Disadvantaged pupils are able to use mathematics fluently and apply this across areas of maths. Disadvantaged pupils are able to talk effectively about maths which supports their problem solving and reasoning. Outcomes for all pupils but in particular the disadvantaged pupils are in line with national at the end of the EYFS in mathematical development (all pupils) (disadvantaged EYFS) and are above national at the end of KS1. <p>EYFS Number: 74% National: 78% Disadvantaged number: 56% KS1 Maths: 80% all pupils National: 68% Disadvantaged school: 80%</p>
<p>To ensure the social and emotional development of disadvantaged pupils is effectively supported in order to remove and overcome barriers to learning.</p>	<ul style="list-style-type: none"> An increased number of pupils are able to self-regulate leading to them accessing and enjoying learning. <p>EYFS 2022 Outcomes: 83% Self-regulation school, Disadvantaged 75% National: 85%</p>

	<ul style="list-style-type: none"> • Serious incidents and low-level incidents of behaviour are significantly reduced.
<p>As a result of highly effective pastoral support and strong school-home relationships, disadvantaged pupils attend well. The persistent absence of disadvantaged pupils is reduced.</p>	<ul style="list-style-type: none"> • Attendance of disadvantaged pupils is closer to the national average and there is an improving trend. • The proportion of disadvantaged pupils who are persistently absent has reduced. <p>Attendance data: Overall all pupils: 94.81% Disadvantaged pupils: 93.04% National attendance 20-21: 96.4% PA all pupils: 11.67% PA Disadvantaged: 23.2% PA National 2021: 8.8%</p>
<p>To ensure that all staff are trained in research led practice that supports pupils to know more and remember more (Rosenshines) and develops their academic vocabulary.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils access a well-planned curriculum which enables them to achieve agreed end outcomes in each subject. • Disadvantaged pupils make gains in their learning as a result of highly effective teaching rooted in pedagogy based on cognitive load theory.

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)

£30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD- Rosenshine principle training for teachers and teaching assistants</p> <p>Leaders to monitor the impact of the CPD on teaching and learning in particular elements such as fluid groupings, scaffolding, instructional teaching, questioning. External monitoring by SIA</p>	<p>Teaching Walkthrus- Instructional coaching linked to Tom Sherrington & Oliver Caviglioli</p> <p>Rosenshine principle approach, Mary Myatt Tom Sherrington and Chris Quigley</p> <p>Research around cognitive load theory</p> <p>EEF: SEN in Mainstream schools. Key recommendation Ensuring all pupils have access to high quality teaching</p>	4
<p>Coaching and CPD of the EYFS team led by the EYFS lead linked to the implementation of the new EYFS framework</p> <p>½ day release time each week</p>	<p>Andy Buck- Basic Coaching</p> <p>EEF impact of CPD on teaching & learning</p> <p>Teaching Walkthrus- Instructional coaching linked to Tom Sherrington & Oliver Caviglioli</p> <p>Ofsted- Bold Beginnings.</p>	1, 2, 3, 6, 8
<p>Implementation of Little Wandle Phonics and Reading scheme including purchasing resources and staff CPD</p>	<p>DfE The Reading framework</p> <p>Improving Literacy in KS1: Key Recommendation 3: Effectively Implement a Systematic Phonic Programme including the use of phonics.</p> <p>Ofsted- Bold Beginnings. Key finding reading at the heart of the reception curriculum</p> <p>Alex Quigley- Closing the reading gap</p> <p>Christopher Such- The art and science of teaching primary reading</p>	2, 3, 8
<p>Training and coaching from reading leads for phonics and reading teaching across the school</p> <p>External training for reading and reading for pleasure</p> <p>Further HLTAs to be trained to increase their</p>	<p>DfE The reading framework</p> <p>EEF Guidance Document: Preparing for Literacy</p> <p>Key Recommendation 2: Develop children's early reading using a balanced approach</p> <p>Improving Literacy in KS1: Key Recommendation 3: Effectively Implement a Systematic Phonic Programme including the use of phonics.</p> <p>Alex Quigley- Closing the reading gap</p>	2, 3, 8

own CPD and to improve/sustain high quality teaching and learning across the school	Christopher Such- The art and science of teaching primary reading Andy Buck- Basic Coaching	
Curriculum lead for S&L and release time to the review of the curriculum and training for staff including support staff CPD- External training and internal training	Alex Quigley- Closing the vocabulary gap Early Language Development: Needs, provision, and intervention for preschool children from socio-economically disadvantaged backgrounds EEF Preparing for literacy Ofsted Bold beginnings- Key finding. Leaders/ headteachers prioritised language and literacy	1, 2, 3, 4
Revised whole school timetable to include daily Magic of stories which is well planned, delivered and monitored by leaders. Focus on developing vocabulary through high quality stories- purchase of books, parental events.	Ofsted Bold beginnings- key finding need to prioritise well planned story time Alex Quigley- Closing the reading gap EEF Guidance Document: Preparing for Literacy DfE Reading framework	1, 2, 3, 4, 8
Maths Hub training for teaching staff- Release time for maths lead and teachers to complete training and implement in school	EEF- Improving maths in Early Years and KS1 Bold beginnings- key finding. Leaders were much clearer about their expectations for children's literacy than for mathematics and need to focus on this. Mastery maths research	6

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

£19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>'Keep up' 1:1 phonics and reading intervention for identified pupils across the school of reading failure</i> <i>Additional adult support to deliver this</i>	DfE Reading framework EEF teaching & learning toolkits. One to one tuition and phonics and the positive gain in learning EEF Improving literacy. Recommendation 3: Effectively Implement a Systematic Phonic Programme including the use of phonics. EEF: SEN in Mainstream schools. Recommendation high quality teaching alongside small group and one to one interventions	2, 3
<i>Nuffield SCL intervention programme- EYFS lead to implement and coach the staff delivering the</i>	EEF Guidance Document: Preparing for Literacy Key Recommendation 1: Prioritise the development of communication and language	1, 2

<p><i>programme. Release time required for EYFS lead and staff delivering the programme</i></p>	<p>EEF Teaching & Learning Toolkit, Very high impact for oral language interventions Early Language Development: Needs, provision, and intervention for preschool children from socio-economically disadvantaged backgrounds EEF: Early Years Toolkit. High impact for low cost of communication and language approaches</p>	
<p><i>Phonics breakfast clubs to target pupils to keep up. Cost of staff members to lead this and also planning time and coaching with reading lead</i></p>	<p>DfE Reading framework EEF teaching & learning toolkits. One to one tuition and phonics and the positive gain in learning Recommendation 3: Effectively Implement a Systematic Phonic Programme including the use of phonics.</p>	<p>2, 3, 5</p>
<p><i>Half termly parent support groups and workshops led by EYFS teacher linked to reading, phonics, maths, physical development and PSED- release time and resource cost for teacher and learning mentor to lead</i></p>	<p>Working with parents to support children's learning. (EEF Guidance Report) EEF: Self-regulation and metacognition. Recommendation 2-explicitly teaching and modelling skills EEF: Early Years Toolkit. Parental engagement moderate impact</p>	<p>1, 2, 6, 7</p>
<p><i>Pre-teach and same day intervention for maths across the school- release time for HLTAs and maths lead/ SLT to lead interventions Monitoring the impact of this by leaders</i></p>	<p>EEF Teaching & Learning Toolkit- impact of 1:1 tuition and teaching assistant intervention/ small group tuition & very high impact of feedback EEF: Making Best Use of Teaching Assistants (Previous school involvement in this project) EEF Early Years Toolkit- Early number approaches very high impact for low cost EYFS Framework- September 2021 and changes to mathematical development Mastery maths approach research EEF: SEN in Mainstream schools. Recommendation high quality teaching alongside small group and one to one interventions</p>	<p>2, 3, 6</p>
<p><i>Guided reading practice across UFS, Y1 and targeted Y2 pupils- Additional adults to support this including HLTAs and SLT Coaching and monitoring of this</i></p>	<p>DfE: The reading framework EEF: Teaching & Learning Toolkit. Very high impact of reading comprehension strategies EEF: Improving literacy EEF: Making Best Use of Teaching Assistants (Previous school involvement in this project)</p>	<p>2, 3</p>
<p><i>SLT to lead targeted UFS and Year 1 phonics group daily and guided practice reading sessions who require keep up (lowest 20% group)</i></p>	<p>DfE: The reading framework EEF: Teaching & Learning Toolkit. Very high impact of phonics intervention</p>	<p>2, 3</p>

<i>School based tutoring led by teachers for maths. Targeted for Year 2 pupils identified of risk at underperforming in maths. Focused on developing fluency and a deep understanding of number and operations.</i>	EEF Teaching & Learning Toolkit- impact of 1:1 tuition and teaching assistant intervention/ small group tuition & very high impact of feedback NCTEM Mastery maths approach research EEF: SEN in Mainstream schools. Recommendation high quality teaching alongside small group and one to one interventions	3, 5, 6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

£20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive practitioner to deliver 2 days Thrive intervention for identified pupils 1:1 and small group Further Thrive practitioner (learning mentor) trained to deliver the approach and to work specifically with families. Parent courses/ workshops to take place	Evidence: Covid school support guide 2020 (EEF Guidance Report) Working with parents to support children's learning. (EEF Guidance Report) NSPCC 2020 Children's mental health post COVID-19 EEF Teaching and Learning Toolkit- The very high impact of metacognition and self-regulation EEF- Metacognition and self-regulated learning. Recommendation 1 & 2 teacher professional understanding and explicit teaching of skills	7
<i>Phonics breakfast clubs to take place each morning for identified pupils at risk of reading failure and also poor attendance/ well-being concerns</i>	DfE Reading framework EEF teaching & learning toolkits. One to one tuition and phonics and the positive gain in learning Recommendation 3: Effectively Implement a Systematic Phonic Programme including the use of phonics.	3, 5
<i>Fully subsidised breakfast club places for identified pupils</i>	Working with parents to support children's learning. (EEF Guidance Report)	5, 7
<i>Fully subsidised milk for current FSM pupils</i>		
<i>Early Bird Morning Reading Club run daily by learning mentor and after school reading cafes to support parents- resources required</i>	Working with parents to support children's learning. (EEF Guidance Report)	5
<i>Daily attendance calls and support for families delivered by the learning mentor. SLT & Learning Mentor half termly</i>	Working with parents to support children's learning. (EEF Guidance Report)	5, 7

<i>attendance meetings. Work with EWO. Attendance initiatives and rewards.</i>		
<i>Educational visits and visitors to school- whole or part subsidy for pupils</i>	Rosenshine principles, Chris Quigley	1, 4

Total budgeted cost: £69,000

Part B: Review of outcomes in 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.

Our end of Key Stage One outcomes for all pupils, including disadvantaged pupils, in reading, writing and maths in 2022 were above the national averages. Phonics outcomes, for all pupils including those disadvantaged, have improved and also remain above the national averages. The phonics scheme is taught with fidelity across the school and the reading lead continues to provide coaching and training for all staff. The high priority the school has placed on phonics is shown in the progress pupils have made through the scheme. Phonics and reading continues to remain a high focus to maintain high expectations for all pupils. The implementation of the mastering number programme began in the Summer term 2022. In this academic year this will begin in the Autumn term and therefore the impact of the programme should be evident across each year group. Pupils accessing school-based tutoring made rapid progress from their starting points in maths. Therefore the school aims to continue with the school based tutoring in maths in this academic year.

EYFS data alongside pupil observations and interactions continues to indicate that the communication and language development of our youngest learners needs to remain as a high priority. The use of the NELI intervention programme across the EYFS will continue to be implemented and monitored by trained practitioners.

Attendance has been significantly affected by Covid and the percentage of persistent absentees has increased. The attendance of all our pupils but in particular for our disadvantaged pupils continues to be a priority for all staff including leaders.

