# StocksbridgeNurseryInfant_LogoPupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to2024 (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 | Stocksbridge Nursery Infant School |
| Number of pupils in school  | 255 |
| Proportion (%) of pupil premium eligible pupils | 29% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Jane Townsend |
| Pupil premium lead | Jane Townsend |
| Governor / Trustee lead | Sarah Briggs |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £80 025 |
| Recovery premium funding allocation this academic year | £7 975 |
| 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 | £88 000 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| Our schools vision and values for our **disadvantaged pupils** is to ensure equal opportunities for all pupils. Our school embraces a diverse community where a considerable proportion of pupils face various challenges due to high needs SEND. Our ongoing challenge is to implement targeted and inclusive strategies that enable all pupils to thrive academically, socially and emotionally, fostering an environment where every individual can flourish.At Stocksbridge Nursery Infant School, we acknowledge that disadvantage is not entirely defined by eligibility for Pupil Premium Funding. Children who are at risk of under or not achieving can be considered disadvantaged. Our families and children experience disadvantage for a range of reasons. The cost of living crisis has had a significant impact, resulting in some pupils living in food and energy poor conditions. Disadvantage may also arise from bereavement, trauma, family difficulties, child protection concerns, mental health issues, in-work poverty, unemployment, poor housing conditions, low attendance/punctuality, agency involvement and high SENd needs. Our pupil premium Is currently at 30% with the overall levels of disadvantage being at ?????We embrace our diverse community’s disadvantage where a considerable proportion of pupils encounter adversity. Our ongoing commitment is to implement targeted and inclusive strategies that empower these pupils to thrive academically, socially, and emotionally. We strive to foster an environment where every individual can flourish.The focus of Stocksbridge Infant Nursery School revolves around inclusivity and a deep understanding of each family and child, enabling us to provide timely and tailored support. Our focus remains on building strong relationships and responding to pupil needs. The Pupil Premium and Recovery Premium funding streams are additional resources provided to schools to support children who may underachieve and address the achievement gap, often referred to as 'catch up.'Our key objectives for utilising this funding are as follows:* Ensuring the needs of each child are identified, understood, and met.
* Improving literacy and vocabulary
* Improving attendance and reducing persistent absence for all pupils.
* Overcoming learning barriers, particularly for disadvantaged pupils, by fostering engagement and well-being through nurturing and trauma-informed principles and a whole-school approach to self-regulation.
* Addressing language deficits by exposing children to a wide range of vocabulary and supporting their language development.
* Enhancing the quality of teaching for all pupils.
* Maximizing engagement and readiness to learn for all pupils.

The Pupil Premium grant has proven to be instrumental in ensuring that disadvantaged pupils progress as well as their peers in reading, writing, and maths. It has also enabled us to provide enriching experiences that have inspired and motivated our pupils.By clarifying the challenges and objectives our strategy better highlights the school's commitment to supporting disadvantaged pupils and the positive impact of the Pupil Premium grant.We firmly believe that every child deserves an equal chance to succeed, regardless of their background or circumstances. The Pupil Premium funding serves as an invaluable resource, supplementing our main school funding grant. It is allocated based on the number of pupils in specific categories:* Pupils eligible for free school meals (FSM), including those who have been eligible within the last 6 years.
* Pupils in local authority care for 6 months or more.
* Pupils from service families.

Beyond academic progress, the funding enables us to provide diverse and enriching experiences that have ignited, inspired our pupils.At our school, we are dedicated to continuous improvement and maximising the impact of the Pupil Premium funding. We regularly evaluate the effectiveness of our strategies, ensuring that the needs of each child are met comprehensively. By fostering a collaborative and nurturing environment, we strive to create positive learning experiences that empower all pupils to reach their full potential.We are committed to addressing the unique challenges and barriers faced by disadvantaged pupils, promoting inclusivity, and fostering resilience. Our dedicated staff work tirelessly to maintain high-quality teaching standards for all pupils, promoting engagement, cultivating a readiness to learn and holding our parents and families in positive regard in a non-judgmental manner.Together, as a community, we are determined to narrow the achievement gap and provide equal opportunities for all. By harnessing the power of the Pupil Premium funding, we aim to make a tangible difference in the lives of our pupils, empowering them to achieve their goals and aspirations. |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | **Attendance and Persistent Absence**: Currently, our Pupil Premium pupils have a 5.6% attendance gap with persistent absenteeism gap of 26.1% |
| 2 | **Wellbeing/Emotional :** More of our disadvantaged pupils experience social and emotional issues, impacting their self regulation and social interactions / boundaries. This has resulted in a higher safeguarding need. |
| 3 | **Lower Cultural Capital**: Observations and discussions reveal that some disadvantaged pupils lack exposure to cultural experiences and opportunities. |
| 4 | **SENd:**A high proportion of our pupils who are eligible for the Pupil Premium face additional vulnerabilities, such as those related to special educational needs and disabilities (SEND) |
| 5 | **Lack of Support**: Recognising the diverse circumstances that parents may face, it is evident from our observations, discussions, and data that some of our pupils encounter an ongoing lack of support. |
| 6 | **Literacy-Vocabulary deficit and Reading:** Our on entry assessments show that pupils often have a vocabulary deficit 39% below expectations (tier 2 and 3) and struggle with learning to decode ( 47% below expectations) |

## 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.

|  |
| --- |
| Teaching |
| Intended outcome | Success criteria |
| All disadvantaged pupils receive the support they need to make good or better progress when compared to children who are not classed as disadvantaged. This will include an up to date specific plan (called a Support Plan) where pupils also have SEND. | Overall, disadvantaged pupils make as much progress (or more than) pupils who are not disadvantaged.Support plans are in place for all pupils that need them and these are shared with, and understood by, Parents and Carers. |
| All children have access to the modelling and sharing of rich language in lessons.  | The rich modelling of language is reflected in pupils oral and written work. |

|  |
| --- |
| **Targeted Support** |
| Intended outcome | Success criteria |
| Reasonable adjustments (for example, changes to how we teach children or the equipment we use) are made for all pupils that need them. | 90% of identified pupils successfully access the curriculum, with reasonable adjustments in place where needed. |
| Gaps in learning are addressed effectively both at home and in school, leading to successful catch up. | All children who need some extra support get that support, for example extra work in a small group to help them catch up. These small group sessions are called ‘interventions’ in school and leaders will have checked to make sure these are working well and leading to more progress. When they aren’t working so well, leaders in school will have made changes to make sure they work more effectively, for example by changing the intervention or giving extra training to staff. |
| All disadvantaged pupils receive the support they need to make good or better progress when compared to children who are not classed as disadvantaged. This will include an up to date specific plan (called a Support Plan) where pupils also have SEND. | Overall, disadvantaged pupils make as much progress (or more than) pupils who are not disadvantaged.Support plans are in place for all pupils that need them and these are shared with, and understood by, Parents and Carers. |
| Quality first teaching informed by robust and accurate assessments. | Learning Support reports are produced as soon as possible for children that need them. The information in the reports is shared with parents and used to plan in class (and small group) activities and interventions. |
| School staff are more able to support children with emotional and or mental health needs. |  Most pupils with identified emotional or mental health needs receive in school support that supports their wellbeing and readiness to learn.  |

|  |
| --- |
| **Wider Strategies** |
| Intended outcome | Success criteria |
| Targeted funding increases pupils’ ability to take part in out of hours learning and educational visits etc therefore supporting growth in social skills, confidence, and positive mental health. | All pupils are able to take part in events, activities and visits that they want to join in with. |
| Families value the need for regular attendance and make sure their children attend school every day.  | All targeted pupils are not classed as persistent absentees (so they are in school more than 90% of the time).Most targeted pupils have attendance that is the same or better than the school’s average attendance (so they are in school more than 96% of the time). |

## 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: £ 14 666

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Trauma Informed Schools Training | [Evidence Base (traumainformedschools.co.uk)](https://www.traumainformedschools.co.uk/evidence-base)NB This is a DfE approved programme. It is being accessed through a subsidised route and so only partial costs are being paid from the Pupil Premium Grant. | 2 |

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

Budgeted cost: £58 668

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Contribution towards cost of Teaching Assistant posts | 1. [Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants)
2. [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions)
3. [Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies)
4. [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions)
5. [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)
6. [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)
 | 2,4,5,6 |
| Contribution towards SEND Coordinator release time | [National Senco Workforce Survey 2020 (bathspa.ac.uk)](https://www.bathspa.ac.uk/media/bathspaacuk/projects/National-SENCO-Workforce-Survey--Full-Report--24.06.21.pdf) | 2,4 |
| Learning Support Assessments | 1. [SEND\_Code\_of\_Practice\_January\_2015.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

NB This is an essential part of the graduated response. | 2,4 |
| Additional equipment and resources to support targeted interventions | 1. [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions)
2. [Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies)
3. [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions)
4. [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)
5. [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)
 | 1,2,3,4,5,6 |

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

Budgeted cost: £14 666

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Contribution towards the cost of Educational Visits | [Ofsted: Learning outside the classroom - How far should you go? (nationalarchives.gov.uk)](https://webarchive.nationalarchives.gov.uk/ukgwa/20141106081904mp_/https%3A/www.ofsted.gov.uk/sites/default/files/documents/surveys-and-good-practice/l/Learning%20outside%20the%20classroom.pdf) | 3 |
| Contribution towards the cost of out of school learning resources | [Ofsted: Learning outside the classroom - How far should you go? (nationalarchives.gov.uk)](https://webarchive.nationalarchives.gov.uk/ukgwa/20141106081904mp_/https%3A/www.ofsted.gov.uk/sites/default/files/documents/surveys-and-good-practice/l/Learning%20outside%20the%20classroom.pdf) | 3,4 |
| Headteacher, Safeguarding Liaison Officer and EWO time to tackle attendance issues (NB paid for from whole school budget) | 1. Absence and attainment at key stages 2 and 4: - GOV.UK (www.gov.uk)

[Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)](https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances) | 1 |

**Total budgeted cost: £88 000**

# 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.

|  |
| --- |
| Last academic year, the Pupil Premium grant meant that:* We supported 22 very high needs pupils in school. We were able to introduce interventions in the summer term in phonics. Although we did not meet national standards, given the cohort of children and the numbers of SEND needs, all those pupils targeted to pass the check, did so.
* Our disadvantaged pupils made as much progress as non-disadvantaged pupils in all areas other than in Y1 in maths. The high needs of some of the pupils meant that we were not able to run maths interventions in that year group.
* 18 Learning Support assessments were completed last academic year.
* Full time nurture provision offered support for 4 pupils with exceptional needs. There were no permanent exclusions as a result of the provision and support.
* 2 further colleagues successfully completed the Trauma Informed UK Diploma.
 |