

# Pupil premium strategy statement

## Letchmore Infants' & Nursery School

This statement details Letchmore Infants' & 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

Detail	Data
School name	<b>Letchmore Infants' Nursery School</b>
Number of pupils in school	<b>284</b>
Proportion (%) of pupil premium eligible pupils	<b>19.72%</b> <b>(52 PP/4 EYPP)</b>
Academic year/years that our current pupil premium strategy plan covers	<b>2022-2023</b>
Date this statement was published	<b>November 2021</b>
Date on which it will be reviewed	<b>November 2023</b>
Statement authorised by	<b>Full Governing Board</b>
Pupil premium lead	<b>Michaela Benson</b>
Governor / Trustee lead	<b>Marj Shanahan</b>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (April 2021 – March 2022)	£53800
Recovery premium funding allocation this academic year	£6670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£60470</b>

# Part A: Pupil premium strategy plan

## Statement of intent

We aim to create a stimulating and nurturing environment which provides **all** of our pupils with an inspiring, creative and empowering curriculum that equips them for today and tomorrow. Our ambitious curriculum is designed to encourage development and growth for **all** learners, including the most disadvantaged and those with special educational needs and/or disabilities (SEND). The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and ensure we support their needs, regardless of whether they are disadvantaged or not.

The aim of this funding is to help us to address any underlying inequalities, and help narrow attainment and progress gaps, which may exist between children from disadvantaged backgrounds and their peers. It is not the funding itself that will improve progress and attainment gaps, but how we use it. Some children require additional support to meet their potential and the Pupil Premium funding will help to provide the school with the training and resources needed to offer that support.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<b>Speech and Language</b> (early development and access to Speech and Language therapy services for families)
2	<b>Phonics</b> (phonetic awareness and progress towards reading and spelling)
3	<b>Reading</b> (development of early reading skills and comprehension)
4	<b>Wellbeing</b> (including development of emotional literacy)
5	<b>Physical</b> (opportunities to learn and play outdoors and links to emotional wellbeing)

## 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.

Challenge	Intended outcome and Success criteria
1. Speech and Language	High quality screening and intervention programmes in place to identify and support speech and language development
2. Phonics	Highly trained staff delivering daily phonic sessions and catch-up interventions when needed
3. Reading	Inclusion TAs trained in specific intervention programmes to accelerate progress and reduce the attainment gap
4. Wellbeing	Ensuring good mental health and wellbeing needs are prioritised through specific programmes and the development of the environment we offer
5. Physical	The importance of physical wellbeing prioritised through the development of our field provision and equipment

## 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: **£7000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	July 2022 Review
<b>EKLAN training for Inclusion TAS</b>	Early intervention is key for children with speech, language and communication needs. Studies and experience have shown that the earlier a child receives speech and language intervention, the better the outcome regarding their speech, language and communication skills and abilities.	1, 2, 3, 4	We now have 2 members of staff trained in ELKLAN and they are able to support other members of the Inclusion Team in delivering bespoke programs to children. We will look to develop the range of resources we have available to support targeted teaching.
<b>Reading Recovery schemes - training for Inclusion TAs</b>	Research shows that Reading Recovery achieves good results that are swift and long lasting. It will help us to identify children with barriers to reading and offer early intervention. Reading Recovery children are shown to reduce the attainment gap to less than 5% in reading and writing between those from economically disadvantaged homes compared with their peers.	2, 3, 4	Due to COVID we were unable to access suitable training for another Inclusion TA. However, our staff member that is trained has shared the resources with other members of the team and supported them with in-house training to use the scheme with children. We will look to extend this training in the next academic year.
<b>Phonics training/refreshers for all staff</b>	Daily phonics sessions teach children how to decode letters into their respective sounds supporting them to read unfamiliar words by themselves. Letter-sound knowledge supports children	2, 3, 4	We have provided refresher training (in-house) for staff to ensure they are confident in supporting children with their phonics. We now need

	to make the link between the unfamiliar printed words to their spoken knowledge. Research suggests that children with good phonetic knowledge become better spellers.		to investigate training options for our new members of staff.
<b>ELSA training for Inclusion TAs</b>	The development of Emotional Literacy is essential to children's learning and development, supporting them to identify and communicate their feelings. Emotional Literacy ensures young people are ready to absorb the knowledge and develop the skills laid down in the curriculum.	1, 4	The Educational Psychology service were only providing training for secondary school colleagues, and we are waiting for the primary training opportunities. However, our pastoral lead and SENCo completed a program of Nurture training to support with setting up The Nest and nurture provision in school.

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

Budgeted cost: £41000

Activity	Evidence that supports this approach	Challenge number(s) addressed	July 2022 Review
<b>Inclusion TA allocated to each year group to deliver Speech and Language and targeted interventions</b>	Personalised interventions, in the moment or following whole class input, targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups	1,2,3,4	Each year group has had an Inclusion TA this year. They have used assessments and liaised with the Speech and Language Therapy service to offer bespoke interventions to develop children's language skills
<b>Resources for delivery of targeted teaching and interventions</b>	The purpose and importance of teaching and learning materials is to make learning interesting and easy and enable teachers to easily express concepts. Learning materials can significantly	1,2,3,4	We have purchased many resources to support children's speech and language, reading and phonics. We have resourced The Nest to create a calm and nurturing environment to develop children's social,

	increase learners' achievement by supporting learning.		emotional and mental health. Resources purchased have included fish and a guinea pig.
<b>Resources for developing physical and learning environments within year groups</b>	Regular physical activity supports children's development in a range of ways. Not only does it help their physical health, but it also helps improve their brain function and emotional wellbeing. The physical, and social environments can have a significant impact on learning experiences and mental health.	4, 5	Many resources have been purchased to enhance the outdoor learning environment, Our PTA have also supplemented this and had a focus of outdoor learning for fundraising events. We have worked closely with Herts Catering Ltd and have developed the 'Pizza Garden' which has enabled children to grow all the ingredients needed to make pizza.

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

Budgeted cost: **£12470**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>	<b>July 2022 Review</b>
<b>Relax kids programme (£2000) Sessions for classes</b>	Good mental health allows children to think clearly, develop socially and form positive relationships, learn new skills, develop self-confidence, high self-esteem, and a healthy emotional outlook on life.	4,5	Relax Kids sessions have been in place for our Year 2 children over 2 terms. The sessions have focused on the children's social, emotional and mental health and have helped them to develop self-confidence and build resilience. We also obtained a grant from Stevenage Community Trust to help fund these sessions.
<b>Development of nest, nurturing provision (including Early Bird's Breakfast Club) and sensory garden (£5470)</b>	When a child's environment does not meet their needs, or it is causing them stress, they will have difficulty communicating, engaging in learning activities and developing positive relationships.	1,2,3,4	The Nest has been developed and resourced to provide a calm, nurturing space for our children. Children access The Nest when they need access to a quiet space in order to reflect and regulate their emotions.

	<p>A nurturing breakfast club enables children to engage in calm, positive social interactions with adults, with children from across the school and with their friends, giving them a calm and relaxed start to their school day. This impacts positively on mood, cognition, focus and concentration.</p> <p>A sensory garden is a fun, educational tool that helps children to explore and learn. Sensory gardens can help to improve health, mood and cognition. Gardening and plant care help children develop gross and fine motor skills.</p>		<p>Nurture breakfast has been offered to vulnerable families across the school and ensures that children can enjoy a calm relaxed start to their school day. This has had a positive influence on their emotional regulation, self-confidence and social skills.</p> <p>The sensory garden is a work in progress. We have purchased equipment, such as a 'zen den' and we will continue to develop this and utilise the space in the next academic year.</p>
<p><b>Develop field and outdoor equipment to support physical activity (£5000)</b></p>	<p>Time outdoors, breathing fresh air, and being exposed to sunlight are extremely beneficial to the children's overall physical health. Regular physical activity supports children's development in a range of ways. Not only does it help their physical health, but it also helps improve their brain function and emotional wellbeing.</p>	4,5	<p>The Jungle Gym' equipment on the school field has been fully replaced. There is now a high quality activity trail which provides equipment to meet all of the physical learning goals in the new EYFS curriculum.</p> <p>The PTA and Sport Premium Grant also contributed to this large project.</p>

**Total budgeted cost: £ 60470**



## Part B: Review of outcomes in the previous academic year – Review completed July 2022

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 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.*

<b>Expected +</b>	<b>PP children</b>	<b>Non-PP children</b>
<b>Communication and Language</b>	93.3	89.3
<b>Reading</b>	80	86.9
<b>Writing</b>	66.7	78.6
<b>Expressive Arts and Design</b>	100	100
<b>Mathematics</b>	86.7	89.2
<b>PSED</b>	100	98.8
<b>Physical Development</b>	100	97.6
<b>Understanding the World</b>	100	89.2

<b>% Expected+ end KS1</b>	<b>PP children</b>	<b>Non-PP children</b>
<b>Reading</b>	50%	62.1 %
<b>Writing</b>	33.3%	52.7%
<b>Maths</b>	88.2%	62.2%
<b>Science</b>	55.6%	73%



