

# Pupil premium strategy statement

## Letchmore Infants' & Nursery School

This statement details Letchmore Infants' & Nursery School's use of pupil premium 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 of pupil premium has within our school (included when review completed).

### School overview

Detail	Data
School name	<b>Letchmore Infants' Nursery School</b>
Number of pupils in school	<b>301</b>
Proportion (%) of pupil premium eligible pupils	<b>58 (9 EYPP, 49 PP) 19.3%</b>
Academic year/years that our current pupil premium strategy plan covers	<b>2022-2023</b>
Date this statement was published	<b>December 2022</b>
Date on which it will be reviewed	<b>July 2023</b>
Statement authorised by	<b>Full Governing Board</b>
Pupil premium lead	<b>Michaela Benson</b>
Governor / Trustee lead	<b>Joga Shoker</b>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (April 2022 – March 2023)	PP - £78095 EY PP - £1857
Recovery premium funding allocation this academic year	£ 2973
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>(In addition to tutoring funding allocation)</i>	<b>£ 82925</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 and Reading</b> (Phonetic awareness and progress towards reading and spelling and the development of early reading skills and comprehension)
3	<b>Attendance</b> (The attendance of our disadvantaged children)
4	<b>Wellbeing</b> (Including development of emotional literacy)
5	<b>Nurturing Environment</b> (Nurture rich environment to support and enhance learning experiences)

## 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 and Reading	Highly trained staff delivering daily phonic sessions and catch-up interventions when needed to accelerate progress and reduce the attainment gap
3. Attendance	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.
4. Wellbeing	Ensuring good mental health and wellbeing needs are prioritised through specific programmes and the development of the environment we offer
5. Nurturing Environment	Ensuring our environment meets the needs of our children and supports an inclusive community

## 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: **£5592**

Activity and costings	Evidence that supports this approach	Challenge number(s) addressed	July 2023 Review
<p><b>Reading Recovery schemes - training for Inclusion TAs</b> To provide additional support to children alongside their systematic phonic scheme £500</p>	<p>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.</p>	2,4	<p>Reading Recovery intervention has been successfully implemented, alongside teaching in phonics, for identified Key Stage 1 children. The intervention has positively impacted upon children's reading ability and confidence. It has been observed by outside professional and we have received high quality feedback on the positive impact.</p>
<p><b>Phonics training/refreshers for all staff</b> £900</p>	<p>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 to make the link between the unfamiliar printed words to their spoken knowledge. Research suggests that children with good phonetic knowledge become better spellers.</p>	2, 4	<p>We had an external phonics review carried out by a lead practitioner from an English Hub school. We have a full day's training booked for all teaching staff on our September Inset day. Overview of the training will then be shared with support staff</p>
<p><b>ELSA training for Inclusion TAs</b> £780</p>	<p>The development of Emotional Literacy is essential to children's learning and development,</p>	1, 4	<p>Our pastoral support assistant has undergone a year's training programme to become a fully qualified Emotional</p>

	<p>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.</p>		<p>Literacy Support Assistant, and she is now offering many pastoral interventions, in The Nest, to identified children from across the school. Training planned to increase awareness of the programme during a staff meeting in the Autumn term</p>
<p><b>Teacher release time to embed key elements of the teaching of Early Reading and Phonics through team teaching and learning walks across the Key Stages</b></p> <p><i>Twinkl-£1424</i>  <i>Widgit - £204</i>  <i>Phonics Play - £104</i>  <i>Release time - £580</i>  <b>£2312</b></p>	<p>Teachers to share expertise and good practice throughout the school to enhance knowledge of children's learning and embed a standardised approach</p>	2,4	<p>Twinkl phonics programme in place across the school and staff are confident in delivering lessons. All children's reading books have been re-banded and matched to the scheme. Literacy lead has had sufficient release time to observe phonics teaching across the school and to ensure the scheme has been thoroughly embedded. The English Hub school have been in to carry out an audit of our phonics provision</p>
<p><b>Phonic Screening Check Project</b>  <b>£1100</b></p>	<p>The project is aimed at supporting schools in analysing historic screening check data and using this to fine-tune phonics provision in Year 1 to close gaps for as many children as possible, as early on as possible</p>	2	<p>EYFS lead/English Lead and Year One Lead participated in the Herts phonics programme and an English specialist carried out an audit on our phonics provision with high quality feedback. Review carried out by project lead and actions identified. Project outcomes shared with staff</p>

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

Budgeted cost: £53993

Activity	Evidence that supports this approach	Challenge number(s) addressed	July 2023 Review
<b>Inclusion TA allocated to each year group to deliver Speech and Language and targeted interventions</b> £51000	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	1,2,4	Detailed and comprehensive timetables have been in place to ensure Inclusion TAs have supported each year group, delivering personalised and targeted interventions to identified children.
<b>Resources for delivery of targeted teaching and interventions</b> £1000	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 increase learners' achievement by supporting learning.	1,2,4	Age-appropriate resources have been purchased to support the delivery of personalised and targeted interventions.
<b>Teacher led targeted teaching sessions</b> £1993	Teacher led sessions to deliver high-quality catch-up support to identified children	1,2,4	A Year 1 teacher has been working an additional day per week to deliver targeted teaching and interventions to our PP children

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

Budgeted cost: £23415

Activity	Evidence that supports this approach	Challenge number(s) addressed	July 2023 Review
<p><b>The National Schools Breakfast Programme</b> £850</p>	<p>Breakfast consumption in children has been found to: Improve cognitive function, particularly memory, attention, and executive function. Improve academic performance, including school grades and achievement test scores. Increase on-task behaviour in the class.</p>	<p>3,4</p>	<p>Breakfast program in place and every child in the school is offered a breakfast at the start of the school day.</p> <p>This has positively impacted children's readiness to start the school day</p>
<p><b>Training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance</b> £500</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	<p>3</p>	<p>School have met with the Local Authority Attendance Officer to discuss available support, and strategies that we should employ to support attendance.</p> <p>School have adapted messaging to parents around attendance and the impact it has educationally.</p> <p>We have worked with individual families to create targeted support plans</p> <p>Overall, attendance has improved on the previous academic year. Families have reported that they feel supported, and school have identified next steps.</p>

<p><b>Development of nest, nurturing provision (including Early Birds' Breakfast Club) and sensory garden</b></p> <p><i>Breakfast club - £500</i>  <i>Nest resources-£1635</i>  <i>Staffing - £8930</i></p> <p><b>£11065</b></p>	<p>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.</p> <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>1,3,4,5</p>	<p>The Nest is now fully resourced and a calm, safe nurturing space for our vulnerable children.</p> <p>Early Birds' Breakfast Club has run throughout the year offering a calm and supported start to identified children's school day</p> <p>Our pastoral support assistant has undergone a year's training programme to become a fully qualified Emotional Literacy Support Assistant, and she is now offering many pastoral interventions, in The Nest, to identified children from across the school.</p> <p>The Sensory Garden has been developed and is in use. We plan to source some plants and additional resources to further develop a multi-sensory space for our vulnerable children to enjoy</p>
<p><b>Contingency fund for acute issues</b></p> <p><b>£11000</b></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified.  <i>(Food/clothing vouchers for families in need, resources/training to support our children looked after)</i></p>	<p>1,2,3,4,5</p>	<p>School have supplemented and increased additional tutoring for our Pupil Premium Children to support their academic progress.</p> <p>Food vouchers purchased for identified families in need.</p> <p>School supplement the Food Bank</p>



	<i>A percentage of this amount will be used to supplement our Tutoring for identified children.</i>		provision for identified families
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**Total budgeted cost: £ 83000**

## **Part B: Review of outcomes in the previous academic year –**

### **Pupil premium strategy outcomes**

(To be completed July 2023)