

Pupil premium strategy statement – Creswell C of E Infant and Nursery School

This statement details our 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School Name	Creswell C of E Infant and Nursery School
Number of pupils in school	147 (Oct. 21 Census)
Proportion (%) of pupil premium eligible pupils	70 (48%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs. A Dodd
Pupil premium lead	Mrs. A Dodd
Governor / Trustee lead	Mrs. S Wilmot

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,950
Recovery premium funding allocation this academic year	£10,476
Total budget for this academic year	£107,426

Part A: Pupil premium strategy plan

Statement of intent

Creswell C of E Infant and Nursery adopts a tiered approach to expenditure, following the guidance of the Education Endowment Foundation, which prioritises quality first teaching, ensuring that all children are taught to a high standard across a broad range of subjects and that every teacher is supported with quality continuing professional development which link directly to the school's improvement plan.

At Creswell C of E School we closely monitor each child's progress and current levels of attainment where children are identified as having some gaps in their understanding or require consolidation to remain at age-related level of achievement. Funding is used to provide the class teacher with time to provide overlearning and re-teach areas of difficulty to groups of children. Where children are identified as being more significantly behind with their learning funding is utilised to provide specific small group or one to one intervention, delivered by high quality teaching and learning assistants. Children are assessed against criteria for well-being as well as their academic attainment.

Children in receipt of pupil premium funding are an identified group within school all class teachers and teaching assistants know which pupils, in their class, are in this group and track their progress and attainment accordingly. Each term class teachers, meet with the SLT to discuss pupil progress and attainment - which includes a focus on pupil premium outcomes. The progress and attainment of pupil premium pupils is reported to and discussed at the Governing Board meeting through the headteacher's report. Premium strategy is reviewed at the beginning of each academic year to consider successes and any aspects that we might want to adjust, in the light of the impact of strategies employed the previous year and to reflect the individual needs of the current cohort of children.

At Creswell C of E Infant and Nursery School we aim to use our Pupil Premium Funding and our Recovery Premium Funding to achieve the following ultimate objectives:

- To remove barriers to learning
- To ultimately narrow the gap between disadvantaged and non-disadvantaged pupils
- To ensure disadvantaged pupils at our school make or exceed national expectations
- To offer our pupils strategies and time to support their wellbeing, social, emotional and behavioural needs.

We aim to achieve these objectives by:

- Providing quality first teaching where learning opportunities are tailored to the needs of all our pupils

- Ensuring that the needs of children from vulnerable groups, including the needs of socially disadvantaged pupils are assessed and addressed and appropriate provision is in place to meet their needs
- Providing targeted academic support which is delivered effectively to meet the needs of our children
- Providing support for our children and families so as to address barriers that extend beyond the classroom
- Creating and fostering a positive ethos within school where children feel nurtured and safe which will allow them to thrive and achieve their full potential.

The ways in which we aim to achieve our ultimate objectives include:

Quality First Teaching

- Providing an exciting curriculum based on children's interests
- Praise and encouragement
- Additional support in lessons
- Additional modelling and explanations.

Targeted Support

- Support in small groups in lessons
- 1-1 support with reading
- Additional resources and equipment provided where needed
- 1-1 Speech Therapy
- Small group interventions

Wider strategies

- Forest Schools
- Jigsaw (PSHE programme)
- Positive Play
- Lego therapy
- Riding for Smiles (Horse Riding sessions)
- Rainbow Club (Lunchtime intervention club to support emotional wellbeing)
- Head of Care (supporting 1-1 emotional development)
- Emotional Coaching
- Visits outside school and visitors to school to broaden experiences
- Breakfast Club
- Attendance (Support around punctuality and attendance)

Challenges

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

Challenge number	Detail of challenge
1	Children's lack of speaking and listening skills, knowledge and vocabulary due to lack of breadth in early childhood experiences.
2	Attendance and punctuality. Poor attendance, persistent absence and lateness has a negative impact on the child's learning.
3	Emotional well-being, mental health and resilience.
4	Challenging home life. Safeguarding issues in the home impact on their learning at school.
5	Lack of consistent or sustained support in the home (particularly during Covid-19) leading to a widening of the attainment gap between disadvantaged and non- disadvantaged children.

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
Improving speaking and listening skills	Improved oral skills for pupils eligible for PP across school. ECAT (Every Child a Talker) and intervention baseline shows good progress. Speech and Language programmes ensure good progress which impacts on phonic knowledge.
Improved attendance	Attendance of all pupils is 95% or above. Attendance for PP pupils improves. Reduce the impact of poor attendance on learning. Persistent absence reduced.
Improved resilience and well-being	Targeted intervention is in place to support the well-being and resilience of all pupils particularly those children who are disadvantaged. Children are more confident and resilient learners.
Children and families are supported and safeguarding issues are addressed. Support for issues in the community and home, e.g. Finances, DV support, Mental Health, Early Childhood Trauma.	Families get the targeted support they need through sign-posting, support 1-1, group support. Early Help. Children and families are safe and thriving.

	School works closely with outside agencies.
Parent Meetings for Phonics and Mathematics. Teachers demonstrate and inform parents of age related expectations through meetings, letters and online.	Parents feel more confident to support their children with home learning.

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: £0 against PP budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching embedded throughout the curriculum and across the whole school through provision of targeted INSET and CPD for Teachers and Teaching Assistants. <ul style="list-style-type: none"> • Teaching and Learning INSET providing strategies to embed high quality teaching in lessons • CPD specific to improving teaching linked to new Essential Letters and Sounds phonic scheme. Pace and subject knowledge • Staff meeting, dedicated time 	Evidence from the EEF research shows that high quality teaching is the most important lever schools have to improve pupil attainment. Using the Pupil Premium funding to improve teaching quality, benefits all students and has a particularly positive effect on children eligible for Pupil Premium funding. EEF guide states spending on developing high quality teaching ...ensuring an effective teacher is in front of every class ... is a key ingredient to a successful school ... and should be a top priority for pupil premium spending.	1, 3

for staff development, planning, assessment and progress.		
<p>Develop the breadth of children’s educational experiences by creating a broad, ambitious and vocabulary rich curriculum that will enable all children to expand their active vocabulary.</p> <ul style="list-style-type: none"> • Staff model use of vocabulary and high expectations are set for vocabulary usage when speaking to children • Pyramid of vocabulary displayed in all classrooms • Learning walls that reflect a broad, ambitious and vocabulary rich curriculum • Subject leaders will create an ambitious list of vocabulary linked to each topic for all year groups. 	<p>Evidence has shown that children entering education with advantageous early educational experiences are more able to utilize their prior knowledge and vocabulary throughout learning. A vocabulary rich curriculum will support them in closing the potential attainment gap.</p>	1, 3

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

Budgeted cost: £74,763

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching and Learning assistants to carry out	Evidence shows that targeted academic support can have a positive impact on	1, 3

<p>1:1 and small group interventions.</p> <p>Deliver Speech and Language programme to Pupil Premium pupils. Early intervention to support children with poor communication skills.</p>	<p>those who are not making good progress.</p> <p>The EEF state that the strategic deployment of Tas is important to ensure priority pupils are supported.</p> <p>School assessment and progress meetings evidence a positive impact.</p>	
<p>A Teacher has been employed to complete the Nuffield Early Language Intervention NELI this is to improve children's language skills through a 20 week programme.</p> <p>Literacy leader focus on phonics.</p> <p>Interventions linked with phonics to increase the number of year one pupils attaining phonic screening threshold.</p> <p>New Essential Letters and Sounds scheme delivered through quality first teaching and interventions.</p>	<p>The EEF research states that intensive individual support, either one to one or as a small group, can support pupil learning. It is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.</p>	1,3
<p>Children to have access to high quality IT equipment and provision to ensure relevant and effective accessibility to the curriculum in all areas.</p>	<p>Effective delivery of high quality provision and quality first teaching impacts on pupils' learning.</p>	1, 3

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

Budgeted cost: £34,717

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve attendance of disadvantaged children to be meet or</p>	<p>The EEF indicate that parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p>	2, 4, 5

<p>exceed the school target of 95%</p> <ul style="list-style-type: none"> • Head of Care worker to support families of children with low attendance (below 90%) and those with poor punctuality. • Tracking attendance, monitoring by HT and Head of Care 	<p>Poor attendance and lateness impacts upon learning and is a significant cause of Pupil Premium children not achieving in line with their peers. Persistent absence is a barrier to learning.</p>	
<p>To support resilience, mental health and emotional wellbeing of all children but particularly disadvantaged.</p> <ul style="list-style-type: none"> • Emotional Coaching • PSHE Jigsaw programme delivered in class to all pupils. Building Effective Relationships Together Bronze Award achieved and working towards Silver. • Mental Health Lead to raise awareness across school • Head of Care to support children &/or families where mental health has been identified as an issue • A TA to be trained in Forest Schools • Forest School supporting disadvantaged children 	<p>Evidence from the EEF suggests that children from disadvantaged backgrounds are over represented in mental health services and in situations where they are not in education, employment and training.</p> <p>It is also evidenced that children from more economically deprived backgrounds face greater adversities and are more likely to benefit from greater emotional support.</p>	<p>2, 3, 4</p>

<p>throughout the academic year</p> <ul style="list-style-type: none"> • A TA specialising in ‘Positive Play’ to support the additional social and emotional needs of disadvantaged children. • Lego therapy groups to support emotional wellbeing and resilience • Lunchtime club to support children who find the demands of outside play difficult • Funding for onsite visitors and offsite visits • Funding for breakfast club • Dedicated SENCO time to track provision for SEND Pupil Premium pupils • Riding for Smiles – Disadvantaged pupils are taken to the local stables 		
<p>Head of Care and Class Teachers arrange meetings for parents to involve them, and offer support, in their child’s education and wellbeing.</p> <ul style="list-style-type: none"> • Phonics meetings • Maths meetings • Coffee morning for families that need signposting to other services. E.g Debt management, School Nurse, 	<p>Parental engagement and working in partnership supports the child emotionally and academically.</p>	<p>5</p>

<p>SSEN have been invited to the meetings to talk to parents</p> <ul style="list-style-type: none">• Home learning to include spelling shed, TT rockstars, home learning projects and reading.		
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Total budgeted cost: £109,480

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Focus on quality experiences for all children and funding visitors and visits for disadvantaged pupils meant enrichment of the curriculum. Continued focus on quality first teaching impacts on good end of keystage results 2021/22. Topics create an excitement and engagement in learning.

Current attainment at end of KS1 June 2022

	All pupils - School			Pupils eligible for PP - School			Pupils not eligible for PP - School		
% Achieving Expected +	74	78	76	78	73	77	70	79	74
% Achieving Greater Depth	16	9	7	23	9	9	9	9	4
% Achieving Working Towards/PKS (Pre Key Stage)	27	24	24	23	27	23	30	22	26

Attendance continues to be an area for improvement. Persistent absence is a cause for concern for some children and continues to be a barrier to learning.

Attendance for a few pupils fell below 50% early in the Autumn Term. Through a planned intervention/monitoring/support and where necessary fines, pupil attendance vastly improved in the Spring and Summer Terms for those pupils.

Attendance has had an enduring effect of Covid 19 and children are falling ill to chickenpox, Strep A and other childhood illnesses after being self-isolated for periods of time. Attendance of non-disadvantaged children has also dipped below expected levels.

Breakfast Club continues to support punctuality and good attendance. Bagels are offered to all our pupils, in the morning, through the support of 'Magic Breakfast'. This ensures that no pupil is hungry at the start of the day and is ready for learning.

NELI has an impact on the progress of children but is limited to the number of children who participate in the intervention. High quality interventions delivered consistently produce results. This intervention had a positive impact on the children's speaking and language skills.

Children to have access to high quality IT equipment and provision to ensure relevant and effective accessibility to the curriculum in all areas.

Horse riding has provided groups of disadvantaged pupils with opportunities to develop confidence and self-esteem. Children have positive interactions, are motivated, calmer and develop resilience skills.