



Pupil premium strategy statement

Cassiobury Infant and Nursery 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, 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	Cassiobury Infants and Nursery School
Number of pupils in school	264 (303 Inc Nursery)
Proportion (%) of pupil premium eligible pupils	3%
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	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Charlotte Cooper Headteacher
Pupil premium lead	Kirsty Macnish PPG Leader
Governor	Graeme Pitt Lead Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 13,105
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 2,209
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	£ 17,314



Part A: Pupil premium strategy plan

Statement of intent

At Cassiobury Infant and Nursery School, our intention is that all pupils, irrespective of their background, make good progress and reach the expected standard across all subject areas and are ready for the next stage of their learning

We consider all the challenges faced by our vulnerable pupils, including those who have a social worker. The aims within this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We use our interventions to support pupils in a timely manner to ensure gaps do not widen. Our approach is responsive to common challenges and individual needs, according to robust ongoing assessments by the teaching teams. The approaches we have adopted complement each other to help pupils to achieve their full potential.

To ensure they are effective we will:

- ensure quality first teaching in all classes
- ensure disadvantaged pupils receive timely and appropriate and targeted interventions to support and move learning on
- 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 pupils can achieve
- provide opportunities to enhance cultural capital and to support non-academic challenges including support mental health and well being

Challenges

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

Challenge number	Detail of challenge
1	Teacher assessment and pupil observations has identified that the pupils have a variety of learning needs across different areas of the curriculum requiring more specific and individually targeted support
2	Teacher assessment and pupil observations has identified a lack of phonic knowledge and application in reading and writing, which in turn impacts across the wider curriculum hindering confident access to the broader curriculum



3	Teacher assessment and observation has identified that some disadvantaged pupils also have additional barriers that limit learning for example English as an additional language
4	Observations and discussion with pupils and parents has highlighted a potential lack of opportunity for enrichment and lack of Cultural Capital along with appropriate resources for school and home

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved progress in reading, writing and maths	<ul style="list-style-type: none"> • 100% of all pupils will make at least expected progress in reading, writing and maths • Early identification of barriers and continual assessment will ensure gaps are narrowed for all pupils through spotlight sessions • Quality first teaching will ensure that children receive equal access to the curriculum • Pupils discussed in PPMs involving SLT and INCo to ensure the children's needs are being met throughout the year
Improved vocabulary, communication and processing skills which will be recognised through greater involvement in lessons and improved outcomes in learning and work.	<ul style="list-style-type: none"> • Access to speech and language support (as appropriate) • Small group speaking and listening opportunities • Pupils targeted to answer questions during whole class teaching sessions • Introduced to new vocabulary through word of the week. • Pre and post teaching of new topic related vocabulary will occur
Pass phonics screening check	<ul style="list-style-type: none"> • 100% of PPG pupils in Year 1 • Access to Read Write Inc sessions and spot light sessions where needed to close gaps • Flashcards supplied to families / directed support at home • Access to on-line resources to support parents with saying the sounds correctly



<p>Achieve age related expectations in reading writing and maths by the end of KS1, ready for transition to the Junior School.</p>	<ul style="list-style-type: none">• The majority of all pupils will make achieve at least age related expectations by the end of KS1• Pupils will be supported through daily reading opportunities in school• Spotlight Read, Write Inc, sessions will give the opportunity for further development and extension• Spotlight sessions to develop 'say a sentence / hold a sentence'• Daily maths lessons will identify gaps in learning and remedied through spotlight sessions
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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

Budgeted cost: £ £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Consistent delivery of Read, Write Inc phonics across the school including spotlight sessions and 1:1 intervention support</p> <p>Support at home for Read, Write Inc development</p>	<p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics is explicit and systematic and taught alongside reading and writing enabling children to make those connections with their learning. (+5 months).</p> <p>EEF Phonics Key Findings</p>	1,2 and 3
<p>Quality First Teaching ~ ensuring teachers are invested in teaching within our school and undertake training to ensure methodology and practice is current.</p>	<p>Developing high quality teaching and training and support for early career teachers, is the key ingredient of a successful learning and progress. Ongoing training takes place for Read, Write Inc and Maths Mastery alongside specific training for subject leaders.</p> <p>Support from the Herts Improvement Advisor and follow up specific pupil focussed observations. supports the focus of quality teaching for vulnerable pupils</p> <p>EEF Guide</p>	1,2 and 3
<p>Oracy</p>	<p>Ensuring pupils have the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately. (+ 6 months)</p> <p>EEF Teacher Toolkit / Voice 21</p>	1, 2, 3 and 4
<p>Maths Mastery</p>	<p>Mastering maths means acquiring a deep, long-term, secure and adaptable understanding. Achieving mastery is taken to mean acquiring a solid enough understanding of the maths that has been taught to enable pupils to move on to more advanced material. We use a range of elements of classroom practice to</p>	1,2 and 3



	<p>give pupils the best chance of mastering mathematics. (+ 6 months)</p> <p>Maths Hub / NCETM / EEF Teacher Toolkit</p>	
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Targeted academic support

Budgeted cost: £ 7,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In school additional support in small groups for spotlight interventions targeting gaps, reinforcing prior learning and pre-teaching sessions</p> <p>Daily 1:1 reading for all disadvantaged pupils</p>	<p>Timely and targeted sessions to support and develop pupil learning (+4 months)</p> <p>EEF Teacher Toolkit</p>	1, 2 and 3

Wider strategies

Budgeted cost: £ 4,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional funding from the school to support with wider strategies and enabling pupils to have their broader needs met which are beyond the curriculum.</p> <p>Examples:</p> <ul style="list-style-type: none"> A book for each vulnerable child at the book fair / each term 	<p>According to Maslow, we have five categories of needs. The higher needs in the hierarchy begin to emerge when people feel they have sufficiently satisfied the previous need.</p> <p>We feel it is important for our pupils to have access to some basic school support and wider enrichment opportunities in order to feel secure and valued to enable cognitive development to flourish.</p> <p>Maslow's Hierachy of Needs</p>	4



<ul style="list-style-type: none">• Free termly extra-curricular club• Free access to holiday clubs each holiday• Maths resource pack for use at home• Daily milk• Support with uniform and equipment for school		
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Total budgeted cost: £ 17,510



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.

Due to COVID-19, performance measures have not been published for 2020 to 2021.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. School closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our spotlight interventions and targeted, in the moment support.

School places were offered to all our vulnerable pupils during school closure however this was not always taken up. For those pupils who attended school progress was evident.

As our PPG numbers are so low, assessment and provision was very much on an individual, needs driven basis. Comparative data does not always provide an accurate picture within the school and case studies on pupils drive areas for development.

Externally provided programmes

Programme	Provider
None used	



Further information

- Due to the low number and the individual needs of the pupils we offer an individualised approach to supporting pupils which varies from class to class
- A member of the SLT leads PPG role for monitoring and liaison with parents
- School Governor responsible for overseeing provision and spending
- PPG pupils are specifically discussed at termly Pupil Progress Meetings discussing attainment and progress
- All teaching teams are aware of pupils across the school and are able to support as appropriate