

Pupil premium strategy statement

Cassiobury Infant & Nursery School (2022-23)

This statement details our school's use of pupil premium (and recovery 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
Number of pupils in school	269 (309 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 – 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Charlotte Cooper Headteacher
Pupil premium lead	Sallyann Applegarth Deputy Headteacher & PPG Leader
Governor / Trustee lead	Alexander Beere Lead Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,080
Recovery premium funding allocation this academic year	£1160
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year	£ 12,240

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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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. 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 or have non-academic barriers to success in school.

We consider all the challenges faced by our vulnerable pupils, including those who have a social worker or require social and emotional support. 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 of 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 our PPG pupils have a variety of learning needs across different areas of the curriculum requiring more specific and individually targeted support in Phonics, Reading, Writing and Maths
2	Internal assessments 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 (EAL)
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some of our pupils, notably due to a lack of enrichment and cultural capital opportunities, along with appropriate resources for school and home. These challenges particularly affect our disadvantaged pupils who want to assimilate themselves with their peers, the vast majority of which are from an advantaged socio-economic background

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
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 ongoing 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 • PPG pupils will be discussed in PPMs involving SLT and InCo. to ensure the children's needs are being identified and met throughout the year

Improved Phonics and reading attainment among disadvantaged pupils	<ul style="list-style-type: none"> • 100% of PPG pupils in Year 1 will pass the phonics screening check June 2023 • Access to Read Write Inc. sessions and spotlight sessions where needed to close gaps • Phonics flashcards supplied to families / directed support at home • Access to on-line RWI virtual classroom portal clips
Achieve age related expectations in Reading Writing and Maths by the end of KS1, ready for transition to the Junior School.	<ul style="list-style-type: none"> • The majority of all pupils will achieve at least age related expectations in RWM by the end of KS1 • Pupils will be supported through daily reading opportunities in school • Spotlight RWI Phonics sessions will give the opportunity for further consolidation • Spotlight sessions to develop: say, hold and write a sentence • Maths spotlight sessions lessons will address any gaps in learning
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations - increased well-being scores - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscribe to DfE validated Systematic Synthetic Phonics programme	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	1, 2, 3

	<p>taught alongside reading and writing enabling children to make those connections with their learning.</p> <p>Consistent delivery of RWI phonics across the school benefits all pupils, including those in spotlight sessions and / or 1:1 intervention support for individuals / disadvantaged pupils. The RWI Portal clips help to secure stronger phonics teaching for all pupils through:</p> <ul style="list-style-type: none"> - additional phonics sessions / activities that can be viewed in class - weekly virtual phonics lessons sent home to all children to consolidate learning that has taken place in phonics lessons that week - all adults in school have access to phonics training to ensure a consistent teaching approach from all staff, and up-to-date knowledges refresher training on all elements of the RWI phonics lessons <p>EEF Phonics Key Findings</p>	
CPD to ensure quality first teaching; Teachers and Teaching Assistants within our school undertake regular training to ensure methodology and practice is current	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Ongoing CPD training takes place for Phonics, Reading, and Maths Mastery alongside specific training for subject leaders.</p> <p>EEF Effective Professional Development</p>	1, 2, 3

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

Budgeted cost: £6,240

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>Spotlight intervention 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 e.g. Reading, Maths, Writing, pre-teaching vocab for foundation subjects</p> <p>EEF Small Group Tuition</p>	1, 2, 3
Additional phonics sessions targeted at disad-	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from	2

<p>vantaged pupils who require further phonics support</p> <p>RWI Phonics cards sent home for children to practise the sounds at home</p>	<p>disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide social and emotional (SEL) learning through a lunchtime Nurture Club for targeted pupils across the school, including all PPG children</p> <p>Example activities:</p> <ul style="list-style-type: none"> • <i>social interaction games, board games etc.</i> • <i>Cooking</i> • <i>DT activities</i> • <i>Music sessions</i> • <i>Art sessions</i> 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning</p>	4
<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"> • <i>A book for each vulnerable child at the book fair / each term</i> • <i>Free termly extra-curricular club</i> • <i>Free access to holiday clubs each holiday</i> • <i>Maths resource pack for use at home</i> • <i>Daily milk</i> • <i>Support with uniform and equipment for school</i> • <i>50% funded support with school trips, workshops etc.</i> 	<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. We feel it is important for our pupils to have access to some basic school support and wider enrichment / SMSC opportunities in order to feel secure and valued to enable cognitive development to flourish.</p> <p>Maslow's Hierarchy of Needs</p>	4

Total budgeted cost: £12,240

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and EYFS performance data, phonics screening check results and our own internal assessments.

Data from tests and assessments suggest that, despite some strong individual performances in Maths and Phonics, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations in Reading and Writing.

Our analysis suggests that the reason for this was primarily the ongoing impact of COVID-19; we also identified that some other barriers to learning such as ACES, EAL and low parental engagement also contributed to these outcomes. Challenges in relation to well-being and mental health for some pupils also need to be taken into consideration.

As an Infant school, we are only able to track the impact that our strategy has on our disadvantaged pupils until the end of KS1. As our PPG numbers are so low, assessment and provision is very much on an individual, needs driven basis. Comparative data does not always provide an accurate picture within the school and focussed discussions during termly Pupil Progress Meetings are more effective in driving areas for development.

We have reviewed our strategy plan with reference to our current students and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
None used	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

- Due to the low number and the individual needs of the pupils we offer an individualised approach to supporting PPG pupils, which varies from child to child
- A member of the SLT leads the PPG role, for monitoring and liaison with parents
- We have a School Governor responsible for overseeing provision and spending; Governors are also updated about PPG at SDC, Resources and FGB meetings
- PPG pupils are specifically discussed at termly Pupil Progress Meetings (with the SLT) discussing attainment and progress
- All teaching teams are aware of PPG pupils across the school and are able to support as appropriate