

Pupil premium strategy statement

Cassiobury Infant & Nursery School 2023-2024

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 (308 incl. Nursery)
Proportion (%) of pupil premium eligible pupils	3.8%
Academic year/years that our current pupil premium strategy plan covers <i>(3 year plans are recommended – you must still publish an updated statement each academic year)</i>	2021/2022 – 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Charlotte Cooper Headteacher
Pupil premium lead	Sallyann Applegarth Deputy Headteacher & PPG Leader
Governor / Trustee lead	Alexander Beere Lead Governor for PPG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,550
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2000
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 <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>	£16,550 N/A

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, preparing them 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; the aims within this statement are intended to support their needs, using a variety of strategies as recommended in the EEF Guide to the Pupil Premium spending.

High-quality first teaching is at the heart of our approach, with a focus on ensuring our disadvantaged pupils learn to read, write and are numerate. We use our spotlight interventions to support pupils in a timely manner to ensure gaps do not widen. Our approach is responsive to both common challenges and to individuals' needs identified in regular pupil progress meetings, and through ongoing formative and summative assessment by the teaching teams. The approaches we have adopted complement each other to help pupils achieve their full potential. To ensure they are effective we will:

- Ensure high quality teaching, assessment and a broad and balanced, knowledge-based curriculum in all classes
- Deliver staff training and professional development to support the implementation of effective interventions
- Ensure disadvantaged pupils receive timely, appropriate and targeted interventions to support language development, literacy and numeracy
- Implement targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
- 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 extracurricular activities
- Support non-academic challenges, including support of pupils' social, emotional and behavioural needs

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 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 have speech and language needs that impact on their learning
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 PPG 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 2024 • Daily Read Write Inc. phonics sessions in homogenous groups; RWI phonic spotlight intervention sessions where needed to close gaps • Phonics flashcards supplied to families / directed support at home • Weekly on-line RWI virtual classroom portal clips sent home, specifically tailored to reinforce and consolidate the sounds each child has learned that week
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 Phonics, Reading, Writing, Mathematics 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 demonstrated by: <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations - increased well-being scores - participation in enrichment activities 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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue subscription to DfE validated Systematic Synthetic	<ul style="list-style-type: none"> • Phonics approaches have a strong evidence base that indicates a positive impact on the 	1, 2

<p>Phonics programme to ensure strong phonics teaching for all pupils</p>	<p>accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p> <ul style="list-style-type: none"> • Consistent delivery of Read Write Inc. (RWI) phonics across the school benefits all pupils, including those in spotlight sessions and / or 1:1 intervention support for individuals / disadvantaged pupils. • Subscription to the RWI School Portal helps to secure stronger phonics teaching for all pupils through: <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 knowledge refresher training on all elements of the RWI phonics lessons 	
<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>	<ul style="list-style-type: none"> • 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>EEF Effective Professional Development</p>	<p>1, 2</p>
<p>SaLT to deliver training to EYFS TAs so that they can deliver spotlights to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills</p>	<ul style="list-style-type: none"> • Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>3</p>

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

Budgeted cost: £8,550

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>	<ul style="list-style-type: none"> Spotlight interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils, as well as those at risk of falling behind, through e.g. one-to-one or small group support in speaking & listening, Phonics, Reading, Writing and Maths, and pre-teaching vocab for foundation subjects <p>EEF Small Group Tuition</p>	<p>1, 2, 3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support</p> <p>RWI Phonics cards sent home for children to practise the sounds at home</p>	<ul style="list-style-type: none"> Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from 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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Spotlight sessions to support children to attain Greater Depth standard (GDS)</p>	<ul style="list-style-type: none"> Spotlight interventions targeted at addressing specific knowledge gaps can be an effective method to support pupils to attain well and make progress through e.g. one-to-one or small group support in Reading Comprehension, Writing and Maths, <p>EEF Small Group Tuition</p> <p>Improving Literacy in KS1</p> <p>Improving Mathematics in EYFS and KS1</p>	<p>1, 2</p>

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

Budgeted cost: £ 5,000

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> 	<ul style="list-style-type: none"> • 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): EEF Social and Emotional Learning 	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>Daily milk</i> • <i>Support with uniform and equipment for school</i> • <i>50% funded support with school trips, workshops etc.</i> 	<ul style="list-style-type: none"> • 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. Maslow's Hierarchy of Needs 	4

Total budgeted cost: £16,550

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 2022/23 academic year using key stage 1 and EYFS performance data, phonics screening check results and our own internal assessments. As we have such a small number of PPG children, data needs to be interpreted with caution.

Data from tests and assessments suggest that at the end of the Summer Term 2023, PPG children achieved well in phonics with 100% of KS1 children, and 75% of EYFS children working at the expected standard. This demonstrates the effectiveness of RWI teaching and validates the continued use of funds to deliver this phonics programme and associated interventions.

Only 78% of KS1 children, and 50% of EYFS PPG children were working at the expected standard in speaking and listening, proving a need for additional support in communication and language across the school. As a result, a private speech and language therapist will be employed to work with a range of children, ensuring early identification and targeted provision for children with SLCN.

Despite some strong individual performances in Reading, Writing and Maths attainment, disadvantaged KS1 pupils achieved less well in 2022/23 than their non-disadvantaged peers. This gap was wider in EYFS.

Our analysis identified that barriers to learning such as ACES, EAL and low parental engagement 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 existing students and have made changes to how we intend to use our budget this academic year in order to best support our current disadvantaged cohort.

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
N/A	N/A

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)

With so few numbers of disadvantaged pupils at our school, limited PPG resources are available, and as a result, our strategy statement reflects just a small portion of what we provide in reality. Below is a list of wider initiatives and personal development opportunities funded from the school budget, which ensure that we consistently deliver the best support and educational outcomes for our disadvantaged children:

Teaching and Learning:

- Full time Teaching Assistant in every class
- Ongoing staff training and development activities
- Parent workshops in phonics, reading, writing and maths
- Spotlight interventions e.g. handwriting, Maths, Red Words, reading comprehension, hold a sentence, RWI phonics, greater depth reading and writing
- Daily readers (lowest 20% and PPG)
- The promotion of oracy and language development strategies in all classes
- Additional adults to support specific needs, deliver extra spotlights and support behaviour and well-being
- Small, homogenous phonics groups (KS1: 13 groups; EYFS: groups)
- Private SaLT employed by the school
- Investment in high quality resources for all pupils to support learning
- Lunchtime gross motor skills boot camp

Personal development:

- Learning characters
- House points and team sporting events
- Opportunities to develop children's cultural capital e.g. termly Focus Weeks, visiting authors / live webinars etc.
- Termly 'Well-being' weeks
- School council & Eco Council
- Lunchtime Nurture club

Enrichment opportunities:

- School library weekly access
- Promotion of 'national celebration days' such as Maths week, world book day, cycle to school week
- Outdoor learning day
- Weekly forest school sessions
- Local area trips / life experiences e.g. Cassiobury park, the local shops, posting a letter

Poverty Proofing:

- Sustainable (second-hand uniform) shop
- Pop-up second hand swap shops
- Pop-up toy swaps
- Free book exchange

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, including monitoring and liaison with parents, and a dedicated contact email address. We have a School Governor responsible for overseeing provision and spending who meets for an update with the PPG lead on a termly basis; Governors also receive feedback about PPG at FGB meetings. PPG pupils are specifically discussed at termly Pupil Progress Meetings (with the SLT) with a focus on attainment, progress and well-being. All teaching teams are aware of PPG pupils across the school and are able to support as appropriate.