



# Pupil Premium Strategy Statement 2020-2023

## Selston Church of England Infant and Nursery School

*Opening hearts and minds through the grace and love of God*

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	Selston CE Infant and Nursery School
Number of pupils in school	56 + 26
Proportion (%) of pupil premium eligible pupils	21.4% (main school) 3.8% (nursery)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 -2023
Date this statement was published	1 November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Joanna Redfern
Pupil premium lead	Lynette Hardwick
Governor / Trustee lead	Lee Gordon

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,005 £1,400 (LAC) £3,053 (EYPP)
Recovery premium funding allocation this academic year	£2,015
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£24,473</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

*Our vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but sets them in a wider framework.*

*The Church of England Vision for Education*

Over the years, a lack of equal access to education and learning has caused deep divisions in our society. As our children grow into young adults, too many of those from low-income backgrounds face a future of unemployment, low wages and poor life chances. These divisions have only been exacerbated by the Covid 19 pandemic and the urgency to act early to close the gaps has never been greater.

As a school, we are determined to build a better future for all our children. This is a moral imperative and one to which all staff and governors are committed. Our strategy outlines the actions we will be taking to ensure all our children, but especially those entitled to Pupil Premium, have full access to all the opportunities school offers and the support they need to flourish academically, as well as spiritually, emotionally, morally, socially and physically.

In order to break down barriers and ensure equality of opportunity, we aim to:

- Provide a curriculum that is rooted in the children's lives and the community in which they live so that they value their heritage and have the tools to begin thinking about their role in the community's regeneration.
- Give priority to the national and international dimensions of the curriculum, particularly important in a predominantly white British culture, so that children develop a growing understanding of different cultures, traditions and faiths.
- Prioritise literacy and numeracy skills so that children have the necessary vocabulary, listening and communication skills, to be able to play a full and active role in society.
- Provide opportunities for enhancing physical and emotional health and well-being, to improve long-term health, reduce health inequalities, increase social inclusion and raise achievement for all.

- Encourage the active participation of parents and carers in all aspects of their children’s development, valuing their own skills and talents, so that the self-esteem of both adults and children grows and leads to self-belief.

Specifically, we intend to:

- Ensure quality first teaching for all children, with a focus on continuing professional development for all staff.
- Teach speaking, listening, reading, writing and mathematics exceptionally well.
- Put measures in place rapidly to address underperformance, special educational need or social and emotional concerns.
- Further develop partnerships with parents/carers through the use of the graduated approach, structured conversations and modelling so that home is also a place of learning.
- Ensure good attendance at school through daily monitoring and bespoke work with families.
- Ensure all pupils have full access to all wider opportunities and monitor this carefully.

We hope that children will leave our school with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

## Challenges

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

Challenge number	Detail of challenge
1	Less well-developed language skills (the ability to form sentences, express needs, follow instructions, use and understand age-appropriate vocabulary).
2	Less well-developed reading skills (sometimes a result of limited exposure to books and stories, low parental confidence in their own literacy skills, fewer opportunities for reading outside of school).
3	Mental health needs as a result of multiple vulnerabilities (lower self-esteem and confidence, weaker resilience and ability to ‘bounce back’, sometimes communicated through challenging behaviour).
4	Inconsistent attendance at school (for a minority of pupils) leading to gaps in learning.
5	Fewer wider experiences leading to a lack of cultural capital (knowledge and understanding).
6	Reduced likelihood of a strong and effective home learning environment.

## 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
<p>Improve oral language skills for all pupils entitled to PP, with a particular focus on those in the EYFS, through the use of quality first ECAT strategies and evidence-based speech and language interventions.</p>	<p>80% pupils entitled to PP achieve expected+ in CL at the end of the EYFS. 80% pupils entitled to PP achieve expected+ in speaking and listening at the end of KS1. Pupils' interactions demonstrate understanding and the ability to use a wide range of appropriate vocabulary.</p>
<p>Ensure all pupils entitled to PP learn to read, with a strong focus on systematic phonics, through quality first teaching of reading and the use of evidence-based interventions.</p>	<p>80% pupils entitled to PP achieve expected+ in Literacy at the end of the EYFS. 80% pupils entitled to PP achieve expected+ in Reading at the end of KS1. Pupils demonstrate a love for books and reading through their independent choices and play. Most families of pupils entitled to PP work in partnership with school to help their children learn to read.</p>
<p>Ensure all pupils entitled to PP have good mental health and well-being, including the vocabulary to express themselves and their needs when things are difficult for them.</p>	<p>Children can talk about their feelings and can identify trusted adults in school. School-centred assessments show that pupils involved in SEMH interventions and referrals make good progress. Incidents of challenging behaviour in the classroom are rare and children have strategies for managing their feelings when they are anxious</p>
<p>Ensure all pupils entitled to PP consistently attend school well.</p>	<p>Pupils entitled to PP attend as well as, or better than, those not entitled. Attendance is at least in line with national expectations. Persistent absence is substantially reduced (for affected pupils). Families of pupils who are persistently absent are working in partnership with school on achieving bespoke attendance targets.</p>
<p>Ensure all pupils entitled to PP have full access to a wide range of clubs, visits and residentials and have opportunities to work with artists, musicians and sports specialists to build their cultural capital.</p>	<p>Pupils entitled to PP have full access to all wider opportunities at school, as demonstrated by school data. Pupils entitled to PP can talk about their experiences with understanding, using appropriate vocabulary.</p>
<p>Work with parents/carers to help them develop the home learning environment, using the school's graduated approach.</p>	<p>Parents/carers of pupils entitled to PP feel supported by school, work in partnership with school staff and feel they have strategies for developing the home learning environment.</p>

	More pupils entitled to PP read regularly at home and have the resources to do so.
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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 (for example, CPD, recruitment and retention)

**Budgeted cost:**

£3,500 CPD (including National College)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD</b> Work with the Inclusion Leader, Headteacher and SALT team to provide classroom-centred coaching and mentoring to further develop ECAT strategies.</p>	<p><b>EEF Early Years Toolkit - Communication and Language Approaches</b> Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	1
<p><b>CPD</b> Work with the Literacy Leader, Headteacher and LA Reading Recovery team to provide classroom-centred coaching and mentoring to further develop the quality first teaching of reading, including phonics.</p>	<p><b>EEF Early Years Toolkit – Early Literacy Approaches (e.g. storytelling, group reading, early phonics, introductions to writing)</b> Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months’ progress, with the most effective approaches improving learning by as much as six months.</p> <p><b>EEF Teaching and Learning Toolkit – Phonics</b> Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	2

	<b>DfE 2021 – The Reading Framework</b>	
<p><b>CPD</b></p> <p>Work with our partner school, All Saints Infants, to further develop assessment for learning strategies to ensure all work is carefully matched to pupils' needs.</p>	<p><b>EEF Teaching and Learning Toolkit – Feedback</b></p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p>	1, 2

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

### Budgeted cost:

£14,120 teaching assistant support for 1-1 tuition and small group interventions

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and evaluate the impact of speech and language interventions for pupils entitled to PP (listening groups, narrative groups, NELI, Talkboost).	<p><b>EEF Teaching and Learning Toolkit – Oral Language Interventions</b></p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p><b>DfE 2021 – The Reading Framework</b></p>	1, 2
Implement and evaluate the impact of phonics, Switch On, and Reading Recovery interventions for pupils entitled to PP.	<p><b>Greg Brooks – Switch On Reading</b></p> <p>A small scale, randomised control group developer-led research project in 8 Nottingham City schools showed Switch-on Reading to have a useful positive impact.</p> <p><b>Greg Brooks – Reading Recovery</b></p> <p>A 2007 report on a meta-analysis of the five most rigorous studies on RR showed positive effects on both reading accuracy (word identification) and comprehension.</p> <p><b>DfE 2021 – The Reading Framework</b></p>	1, 2



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

### Budgeted cost:

£7252 teaching assistant support for small group interventions

£1,500 structured conversations

£2,500 cultural opportunities

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve mental health and well-being; build children's vocabulary so that they can express themselves and their needs.	<b>EEF Teaching and Learning Toolkit – Social and Emotional Learning</b> The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	3
Reduce persistent absence for identified pupils.	<b>Achievement for All – Evaluation Reports</b>	4
Increase cultural opportunities, including extra-curricular clubs, residential, school visits (including to universities), visitors to school and sporting activities.	Children from disadvantaged families benefit most from extra-curricular activities but are much less likely to have access to sport, arts or cultural pursuits (according to Australian researchers). Research by academics from Flinders University, released as part of Anti-Poverty Week, found 34% of children from lower socio-economic communities missed out on extra-curricular activities, compared with 13% from wealthier areas (October 2021).	5
Improve home learning environments through Achievement for All strategies, including the structured conversation.	<b>EEF Guidance Report – Working with parents to support children's learning</b> <b>Achievement for All – Evaluation Reports</b>	6

**Total budgeted cost: £28,872**

## 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 2021 to 2022 academic year.

Intended outcome	Success criteria	Progress towards intended outcome
Improve oral language skills for all pupils entitled to PP, with a particular focus on those in the EYFS, through the use of quality first ECAT strategies and evidence-based speech and language interventions.	80% pupils entitled to PP achieve expected+ in CL at the end of the EYFS. 80% pupils entitled to PP achieve expected+ in speaking and listening at the end of KS1. Pupils' interactions demonstrate understanding and the ability to use a wide range of appropriate vocabulary.	The number of pupils entitled to PP at the end of the EYFS was very small so cohort data analysis is not appropriate. (89.5% all pupils achieved expected in CL at the end of the EYFS in 2022.)
Ensure all pupils entitled to PP learn to read, with a strong focus on systematic phonics, through quality first teaching of reading and the use of evidence-based interventions.	80% pupils entitled to PP achieve expected+ in Literacy at the end of the EYFS. 80% pupils entitled to PP achieve expected+ in Reading at the end of KS1. Pupils demonstrate a love for books and reading through their independent choices and play. Most families of pupils entitled to PP work in partnership with school to help their children learn to read.	The number of pupils entitled to PP at the end of the EYFS was very small so cohort data analysis is not appropriate. 80% pupils entitled to PP achieved expected+ in Reading at the end of KS1 in 2022. (82.4% all pupils achieved expected in Reading at the end of KS1 in 2022.) 0% pupils entitled to PP achieved GDS in Reading at the end of KS1. (29.4% all pupils achieved GDS in Reading at the end of KS1.) 83.3% Year 1 pupils entitled to PP achieved the standard in the Phonics Screening Check in 2022. (88.2% all pupils achieved the standard in the Phonics Screening Check in 2022.)
Ensure all pupils entitled to PP have good mental health and well-being, including the vocabulary to	Children can talk about their feelings and can identify trusted adults in school. School-centred assessments show that pupils involved in	Bespoke support with an ELSA trained staff member was made available to all pupils. During 2021-22, no children were suspended.

express themselves and their needs when things are difficult for them.	SEMH interventions and referrals make good progress. Incidents of challenging behaviour in the classroom are rare and children have strategies for managing their feelings when they are anxious.	Self-evaluation identified behaviour as very good overall.
Ensure all pupils entitled to PP consistently attend school well.	Pupils entitled to PP attend as well as, or better than, those not entitled. Attendance is at least in line with national expectations. Persistent absence is substantially reduced (for affected pupils). Families of pupils who are persistently absent are working in partnership with school on achieving bespoke attendance targets.	Attendance for 2021-22: Pupils entitled to PP – 93.0% Pupils not entitled to PP – 93.94% Letters and penalty notices were issued for concerning levels of attendance, including persistent absence. Roles and responsibilities for the management of attendance are currently under review. The ATTEND toolkit will be implemented.
Ensure all pupils entitled to PP have full access to a wide range of clubs, visits and residentials and have opportunities to work with artists, musicians and sports specialists to build their cultural capital.	Pupils entitled to PP have full access to all wider opportunities at school, as demonstrated by school data. Pupils entitled to PP can talk about their experiences with understanding, using appropriate vocabulary.	All pupils entitled to PP had full access to all wider opportunities. All pupils were recognised in Celebration Worship. All Year 2 pupils attended swimming sessions. All pupils were invited to clubs. All Year 2 pupils attended the Ravenstor residential. Further work needs to be done to fully monitor uptake of wider opportunities across the school and to compare and analyse the behaviour of PP eligible pupils and other pupils.
Work with parents/carers to help them develop the home learning environment, using the school's graduated approach.	Parents/carers of pupils entitled to PP feel supported by school, work in partnership with school staff and feel they have strategies for developing the home learning environment. More pupils entitled to PP read regularly at home and have the resources to do so.	The Reading Award system has raised the profile of reading and records demonstrate that more PP eligible pupils are reading at home. Parents/carers of PP eligible pupils say they feel supported by the school (Questionnaire October 2022). Further work needs to be done to develop home learning strategies.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- updating and improving school website to signpost adults and children to services that can support them with their mental health needs.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we considered carefully why some of the strategies we adopted in previous years have not always resulted in accelerated progress for this group of pupils. Both leaders and staff understand that barriers to learning for PP eligible pupils are varied and multiple – this is not a homogenous group. We therefore reviewed pupil progress data, held discussions with parents and carers, and analysed other information gained during quality assurance activity to establish each child's strengths and development areas. This has enabled us to target our provision more specifically and accurately.

Our strategy has been developed using reliable research information from a range of sources (e.g. reports from the Joseph Rowntree Foundation, the EEF's guidance reports and their implementation guidance). It has also been developed following considerable discussion between staff, governors and colleagues from a range of academies in different contexts across our Trust. Research on the impact of the pandemic on PP eligible pupils has also informed our thinking and planning.

We have put a robust evaluation framework in place for the duration of our three-year approach. This includes the ongoing collection of pupil progress information (both formally and informally) and a commitment to focussed CPD that effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice. We will take swift action if changes or amendments to our chosen strategies are required.