

# Pupil premium strategy statement

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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	Sawley Infant and Nursery School
Number of pupils in school	62 Nursery 234 in school
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019-2022
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Becky Morley
Pupil premium lead	Becky Morley
Governor / Trustee lead	Sarah Moreland

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,215
Recovery premium funding allocation this academic year	£6,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£70,175</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

At Sawley Infant and Nursery School, we want all children, including those identified as disadvantaged, to reach their full potential and be well prepared for their next stage in education.

We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker or have additional needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not

All children should benefit from a wide range of experiences throughout their lives, including real life experiences, access to extra-curricular clubs and enrichment activities.

All children need to demonstrate successful learning behaviours therefore we strive to ensure all children are ready (for learning), respectful (to themselves and others) and resilient.

The home lives and life experiences of children need to be carefully considered allowing staff to plan appropriate responses

We are continuing to develop our curriculum to Sparkle and Shine for our children, families and staff. The process is an exciting journey, which is strengthening leadership, collaboration, accountability, and improving provision for pupils across the curriculum.

We have created our curriculum offer, which identifies intentions and aims based on our shared ethos and values about education, pedagogy and the needs of our children and families, aiming to keep it real! (REAL: Relevant and meaningful, Engaging and creative, Accessible and challenging, Linked and progressive)

We have worked collaboratively to develop a new structure for learning across the curriculum to ensure that learning opportunities are inspiring, engaging, purposeful and successful for our children. We have built in opportunities for memorable, enriching experiences to 'ignite a spark' at the beginning of each new topic. Learning is planned during the 'shimmer' stage to introduce new concepts and skills progressively, allowing for consolidation and application of prior learning. Imaginative and investigative opportunities for application, problem solving and collaboration are part of the 'sparkle' stage and each unit of work ends with the opportunity to reflect, celebrate and 'shine' through publication, performance, exhibition or presentation (Ignite a Spark, Shimmer, Sparkle, and Shine).

Pupils study the full curriculum, which is carefully planned and sequenced towards achieving the national expectations for each age range, making links across the curriculum, building on prior learning and increasing fluency and independence over time. Provision for disadvantaged pupils or those with SEND is adapted and designed to enable maximum access at the appropriate level to meet developmental needs. Access, progress and attainment is reviewed regularly and shared with parents and other professionals to enhance provision.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils and parents are not engaging regularly with reading and phonics learning at home
2	Following lockdowns, there is a notable lack of resilience in pupils' learning
3	There has been a lack of enrichment opportunities due to COVID
4	Staff lack knowledge of PPG children (such as their home lives, interests, families, personal issues and circumstances)
5	The inequality in experiences between disadvantaged and non-disadvantaged pupils has only been exacerbated by the COVID-19 pandemic and the associated lockdowns.
6	Early Years pupils particularly have been joining nursery and school with lower communication levels over the last three years.

## 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>Increased pass rate in phonics screening check in year one, in-line with national average</p> <p>Phonics is taught consistently across the school with evident impact (twice daily)</p>	<p>Pupils will achieve in line or above the national average for the Y1 and Y2 phonic screening check</p> <p>The difference between school disadvantaged and national disadvantages pupils is diminishing</p> <p>The difference between disadvantaged and non-disadvantaged pupils is diminishing</p>
<p>Increased progress in reading in all year groups compared to 2020-21</p> <p>Parents will be aware of the age related expectations for reading</p> <p>Children read and access Lexia regularly at home to embed and consolidate learning</p> <p>Increased individual reading/ Lexia access in school for identified children</p>	<p>Pupils will achieve in line or above the national average in reading</p> <p>The majority of pupils will read regularly every week</p> <p>The difference between school disadvantaged and national disadvantages pupils is diminishing</p> <p>The difference between disadvantaged and non-disadvantaged pupils is diminishing</p>

<p>Increase resilience of pupils, increasing stamina and better behaviours for learning.</p>	<p>Book scrutinies, pupil progress meetings and learning walks will evidence pupil engagement, independent learning and increased stamina</p>
<p>To provide a wide range of after school clubs, closely matched to pupil choice Each KS1 class to attend one additional sporting activity session off site.</p>	<p>All disadvantaged children will attend at least one club/ additional enrichment activity each year.</p>
<p>Further develop disadvantaged pupil case studies to ensure staff have a clear understanding of the barriers to learning, identifying appropriate provision</p>	<p>All staff are aware of the needs of the vulnerable learners in the class/ year group they work in, evident in pupil progress meetings and learning walks Case studies evidence an understanding of children's home lives through completion of 'building blocks for success' and related provision Interventions are closely matched to need and are closing the attainment gap for vulnerable learners</p>
<p>All pupils will access quality experiences enhancing cultural capital to support learning Subject leaders and class teachers will plan 'ignite a spark' and 'shine' experiences throughout each topic enabling pupils to have a wide range of 'real life' experiences.</p>	<p>Planning will evidence a wide range of experiences for every child The experience passport will follow each child through school evidencing their engagement with high quality experiences.</p>

## 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: £16,446

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing purchase of Lexia and staff training to ensure all staff are using the software appropriately to support reading and phonic development	Children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children. This result has a high security rating <a href="#">Lexia Reading Core5®   EEF (educationendowmentfoundation.org.uk)</a>	1
Purchasing and embedding the consistent application of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.  Timetable and deliver two phonic sessions per day to embed knowledge and accelerate progress	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. <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1
Training for all staff on ACES (adverse childhood experiences) delivered by the Educational Psychology Service.	Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. <a href="#">Keeping children safe in education 2021 (publishing.service.gov.uk)</a>	2
Reintroduce pupil progress meeting	Evidence indicates that high quality teaching is the most important lever	4

from Nursery to Year Two to ensure all teachers are supported to regularly reflect on the needs of their class, identifying barriers to learning and planning effective provision to meet the needs of their children	schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. <a href="https://www.cloudfront.net/d2tic4wvo1iusb/Pupil_Premium_menu_evidence_brief.pdf">Pupil Premium menu evidence brief.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	
Ensure all staff can engage in high quality CPD opportunities, personalised to their individual needs, (purchase of National College subscription)	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. <a href="https://www.cloudfront.net/d2tic4wvo1iusb/Pupil_Premium_menu_evidence_brief.pdf">Pupil Premium menu evidence brief.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeting disadvantaged pupils with Lexia intervention, using it daily and encouraging home use (including reception PPG pupils) Run a reading club/ Lexia club and target disadvantaged pupils to attend – this will give them the opportunities to read and use Lexia	Children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children. This result has a high security rating <a href="https://www.educationendowmentfoundation.org.uk/Lexia-Reading-Core5">Lexia Reading Core5®   EEF (educationendowmentfoundation.org.uk)</a>	1

that they may not have at home		
Additional phonics interventions provided for pupils working below age related expectations across Key Stage One.	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1
Teaching Assistant support for all English, Phonics and Maths lessons across KS1, allowing for individual or small group intervention, closely linked to current learning and areas of need. Preparation time/ planning familiarisation included within Teaching Assistant contracts	<p>Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p> <p>Lack of time for teachers and TAs to liaise allows relatively little connection between what pupils experience in, and away, from, the classroom. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. It should not be assumed that pupils can consistently identify and make sense of these links on their own.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	1

	<p>Tuition 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:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Purchase a programme to target early years pupils' communication and language development</p>	<p>Research shows that oral language skills, the foundations of which are developed by age four, are strongly associated with children's literacy, numeracy and educational attainment. However, there exists a gap between the language skills of disadvantaged children and their more advantaged counterparts. Early intervention has great potential to narrow this gap, and the Nuffield Early Language Intervention has previously demonstrated considerable promise.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1</a></p>	6

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

Budgeted cost: £13,521

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Revisit Tamba's tools for learning across school, building independence through providing independent challenges and support through the environment and resources.</p>	<p>Teaching learning behaviours will reduce the need to manage misbehaviour</p> <p>Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning</p> <p>Teachers should encourage pupils to be self-reflective of their own behaviours</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net">Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</a></p>	2

<p>Train a senior mental health lead to improve staff understanding of children's and their own mental health and associated provision.</p> <p>Continue to employ an Emotional Literacy Support Assistant (ELSA) to support children's emotional health and wellbeing</p>	<p>Senior mental health leads should have the knowledge, practical skills and tools to be able to plan for and effect positive whole school or college change. They are pivotal in supporting schools to implement and sustain an effective whole school approach to mental health and wellbeing.</p> <p><a href="#">Role of the Senior Mental Health Lead   The National College</a></p>	2
<p>Subject leaders and class teachers will plan 'ignite a spark' and 'shine' experiences in each topic, enabling pupils to have a wide range of 'real life' experiences, enriching the cultural capital for all pupils.</p> <p>Enrichment passport to document experiences throughout school.</p>	<p>Every child has a spark inside him and it's our responsibility to ignite that spark. The importance of having a creative staff who can embellish and fascinate children by using creativity and imagination to extend their experiences and bring fun to their daily lives cannot be overstated.</p> <p><a href="#">What is 'Cultural Capital', and Why Do You Need to Know?   A Unique Child   Teach Early Years</a></p> <p>It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society.</p> <p><a href="#">What does Ofsted mean by 'cultural capital'?   Tes Magazine</a></p>	3 and 5
<p>Reintroduce PPG booklets, identifying the 'building blocks for success' (based on Maslow's hierarchy of need) allowing staff to develop an understanding of children's home lives and academic needs, planning closely matched provisions, including referrals for support where needed.</p>	<p>Past history within school has shown that staff have limited understanding of some individual's home lives. To be able to support children effectively with learning, their basic needs need to be met. Where issues are identified, support can be provided and referrals made when necessary</p> <p>Schools and parents have a shared interest in doing the best for their children. However, it is sometimes difficult to know where to start. Some parents feel anxious about reading to their children, particularly if they struggle with their own literacy skills. Others worry that</p>	4

<p>Continue to employ a Family Liaison Officer (FLO) to provide support for families around attendance, behaviour, finance, etc.</p>	<p>they can't afford the same sort of books or trips out that other families can. Schools also do not always know how they can work with families most effectively.  <a href="https://d2tic4wvo1iusb.cloudfront.net/EEF_Parental_Engagement_Guidance_Report.pdf">EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	
<p>Discuss with PPG pupils and parents which clubs they would like to attend to better cater for these pupils. Offer free spaces to PPG children</p>	<p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.  <a href="https://www.educationendowmentfoundation.org.uk/Physical-activity/">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3 and 5</p>
<p>Short video workshops to target specific aspects and support reading at home (invite PPG parents) including Lexia workshop (virtual).  Provide reading bookmarks  identifying specific targets to work on at home to support parents  Formalise raffle ticket reward system for reading at home to reward and encourage reading at home</p>	<p>There is an established link between the home learning environment at all ages and children's performance at school. Schools and parents have a shared priority to deliver the best outcomes for their children</p> <p>Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance  <a href="https://d2tic4wvo1iusb.cloudfront.net/EEF_Parental_Engagement_Guidance_Report.pdf">EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>1</p>
<p>Provide personalised support for children identified as having</p>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to</p>	<p>4</p>

<p>additional needs. Use of SEND learning programme to understand barriers to learning and future provision, including, TA 1:1/ small group support, nurture sessions, positive play, ELSA, FLO</p>	<p>provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. This is evident within our school. <u>Special Educational Needs in Mainstream Schools—Recommendations</u> (<a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a>)</p>	
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**Total budgeted cost: £74,967**

## 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.

Target: 40% disadvantaged pupils to achieve a good level of development						
Reading	Baseline		End		Progress	
	expected +	exceeding	expected +	exceeding	Expected	Accelerated
all	0%	0%	56%	23%	94%	81%
disadvantaged	0%	0%	14%	0%	93%	57%
non-dis	0%	0%	66%	29%	95%	87%
Writing	Baseline		End		Progress	
	expected +	exceeding	expected +	exceeding	Expected	Accelerated
all	13%	0%	54%	16%	96%	62%
disadvantaged	0%	0%	14%	0%	93%	57%
non-dis	16%	0%	64%	20%	96%	64%
Maths – achieved Number and SSM	Baseline		End		Progress	
	expected +	exceeding	expected +	exceeding	Expected	Accelerated
all	27%	1%	64%	0%	90%	54%
disadvantaged	7%	0%	21%	0%	79%	50%
non-dis	32%	2%	75%	0%	93%	55%
GLD	Baseline		End			
	expected +	exceeding	expected +	exceeding		
all	0%	0%	53%	0%		
disadvantaged	0%	0%	7%	0%		
non-dis	0%	0%	64%	0%		

7% of disadvantaged pupils achieved a good level of development, compared to 53% of all children. Progress data shows that almost all disadvantaged pupils made expected progress with a large percentage (50%+) making accelerated progress. The majority of pupils have missed a significant proportion of normal schooling. The partial school closures impacted on the school's ability to maintain a number of strategies throughout the school year. Remote learning was particularly challenging for this age group who require quality face to face input and feedback.

**Target: 53% disadvantaged pupils to pass the phonics screening check at the end of Year One**

#### Strategies

Embed high quality phonic teaching and interventions across school. - All staff to engage with external phonic training

Purchase of new consistent phonic scheme and resources to support high quality whole class teaching and interventions

Buy and embed use of Lexia across all Key Stage One to increase phonic and reading attainment

Increase staff awareness of disadvantaged pupils and their individual needs, allowing for closely matched interventions to be planned.

67% of disadvantaged pupils passed the phonic screening test (postponed to Autumn 2021), compared to 83% of all pupils

Twinkl scheme is now in place and both Phonics Lead and English Lead have worked with a Derbyshire trainer to evaluate provision and action plan, including whole school training to ensure consistency.

Lexia has been used to support home learning and will now need to have embedded use across KS1.

**Target: 33% disadvantaged pupils to achieve ARE in reading at the end of Year Two**

#### Strategies

Buy and embed use of Lexia across all Key Stage One to increase phonic and reading attainment

Increase staff awareness of disadvantaged pupils and their individual needs, allowing for closely matched interventions to be planned.

Reading	Baseline		End		Target	
	expected +	exceeding	expected +	exceeding	expected	exceeding
all	58%	39%	74%	27%	75%	30%
disadvantaged	27%	20%	44%	6%	33%	20%
non-dis	65%	43%	78%	31%	78%	53%

44% of disadvantaged pupils reached expected levels, exceeding the target set. The gap between disadvantaged and non-disadvantaged pupils is closing.

Twinkl scheme is now in place which has impacted positively on reading achievement.

Lexia has been used to support home learning and will now need to have embedded use across KS1.

Target: 33% disadvantaged pupils to achieve ARE in writing at the end of Year Two

Strategies

Increase staff awareness of disadvantaged pupils and their individual needs, allowing for closely matched interventions to be planned.

Writing	Baseline		End		Target	
	expected +	exceeding	expected +	exceeding	expected	exceeding
all	23%	0%	54%	10%	70%	16%
disadvantaged	0%	0%	19%	0%	33%	3%
non-dis	29%	0%	62%	12%	79%	18%

Writing is below for all children however this is an area that parents found hard to support during the partial school closures. This has been set as a future whole school development target.

#### Other Areas of Development

All teachers have engaged with TBQ! coaching and training and this is impacting significantly on teaching and engagement in learning across KS1. KS1 staff are planning and delivering high quality teaching with a clear learning intent.

The whole staff team working with Tamba Roy to develop a new whole school behaviour approach has reduced low level issues. Being ready, respectful and resilient is embedded across the school with the behaviour policy now being finalised.

Further development of the disadvantaged pupil case study has allowed teachers to focus on priority areas of need. This will be further developed to identify other non-learning barriers.

A Family Liaison Officer has been employed to support families with attendance, home, financial and behaviour issues.

## 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>
Twinkl Phonics	Twinkl
Lexia	Core 5
Times Tables Rockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd