

# Pupil premium strategy statement

## ELMSLEIGH INFANT AND NURSERY SCHOOL



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Elmsleigh Infant and Nursery School
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	48.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 initially 2022-2023
Date this statement was published	Revised December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Karen Burton
Pupil premium lead	Karen Burton
Governor / Trustee lead	Tina Arckless

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,425 awarded 2021-2022
Mental health grant	£92,795.00 awarded 2022-2023
Recovery premium funding allocation this academic year	£8800 awarded 21-2022 £13,092 awarded 2022-2023
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
NTP	£9243
Pupil premium plus	£1200
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 97,425.00 for 2021-2022 £116,330 for 2022-2023

# Part A: Pupil premium strategy plan

## Statement of intent

- ▶ At Elmsleigh Infant school our intention is for every single child to have the knowledge, skills and purposeful experiences to provide them with the foundations to build a brighter future.
- ▶ We believe that creating a magical, nurturing, safe and compassionate learning environment can enable our children to be responsible and respectful citizens who are ready for the next stage in achieving their ambitions as independent learners.
- ▶ Elmsleigh is on a mission to change lives every day to ignite learning through passion, motivation and commitment to ensure that children reach their full potential.
- ▶ Our pupil premium strategy is focused in providing many opportunities for children in building a future where they have the confidence skills and experiences to succeed in life. It has a child-centred approach where the whole child is supported emotionally as well as academically.
- ▶ Our strategy is built upon the key principle of building and developing language skills throughout a child's journey at Elmsleigh from Nursery through to Year 2. Right from the start, we want every child to become confident communicators in order to grow in becoming successful and resilient in all areas of the curriculum and in their wider community. Everything we believe in is underpinned through our clear and consistent approach to effective teaching through the school.

## Challenges

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

Challenge number	Detail of challenge
1	Barriers to learning in speech and language development – we have a high proportion of children with limited vocabulary who need access to our ERS.
2	Acceptance of high aspirations
3	Access to emotional and mental health support - there are children who have social and emotional difficulties and/or ACEs (Adverse Childhood Experiences).
4	Lack of routine and structure
5	Gaps in learning basic skills, particularly Year 1 and year 2 children

## 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
To develop a language-rich school which enhances speaking and communication.	Children will become confident communicators in their speaking, reading and writing. -language focused skilled staff -language-rich curriculum -language-based interventions across school <b>including EAL.</b>
For all children to develop <b>and apply</b> strategies for reading, developing a love for learning.	Children will have techniques for segmenting and blending words in books <b>and in their own writing.</b> -Sounds Write phonics programme -Sounds Write interventions
To further enhance the mental well-being of all children.	Children and parents will have access to pastoral support across school <b>-Zones of regulation CPD / recognition</b> -1:1 pastoral support -CPD for mental health and well-being in school
To find further opportunities to develop basic maths skills in fluency.	Children will have instilled confidence by daily practise of maths fluency. <b>-Additional maths sessions using Number Sense</b> <b>-Additional hours using a maths tutor</b>
To provide a stimulating and challenging learning environment where children become resilient learners.	Children will be ready-learners with high aspirations, reaching their full potential. -Breakfast will be provided for children who struggle with a routine. -Challenge will be provided in lessons -High quality teaching will enable all learners to make progress. -CPD for leaders, teaching and support staff based on the quality of teaching and learning. -Children will attend school every day and on time
To maximise life chances through purposeful learning experiences and opportunities.	Real-life enrichment opportunities will embed learning

	Provide Fare share food for families who are struggling financially. Provide support for parents who are struggling with the cost of living. Re-launch a toddler group for parents with young children.
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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: £ [22,429]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds Write qualification for 6 x HLTA's £2700.00	Accredited synthetic phonics programme which has already impacted phonics outcomes over the past 2 years	1, 2
Leadership time for all teachers £2400 £1450.00 (CPD)	Teachers to have time and CPD opportunities to develop their subject across school (EEF)	1,2
Literacy and Maths CPD opportunities to develop expertise (1/2 day each per week) £8,778 £3000.00 (CPD for maths and Literacy)  12 days for NPSQL - £2772	Leaders to have time and CPD opportunities to develop their subject across school (EEF)	1,2
Specialist CPD for pastoral team to include: £300	Ensure that specialist CPD is cascaded back to the teaching team.	3
EAL children - £1029	<b>Phonics focus:</b> EEF: "Some children with EAL are struggling readers – that is, they have specific difficulties in single word reading/decoding activities. For those children, interventions that enhance phonics training, phonological awareness, alphabetic knowledge and	1,2

	reading accuracy/fluency have been proven effective in the US context. Further research could be carried out in the UK to support struggling readers with EAL”	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 26,123

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading for pleasure Books</p> <p>Introduce half-termly book buddies £2000</p>	<p>Booktrust.org.uk</p> <p>Reading for pleasure has many non-literacy benefits and can increase empathy, improve relationships with others, reduce the symptoms of depression and improve wellbeing throughout life (The Reading Agency 2015).</p> <ul style="list-style-type: none"> <li>• Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person’s understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).</li> <li>• Students with more positive attitudes towards reading are more likely to read at or above the expected level for their age (Clark 2014).</li> </ul>	1,2
<p>Deliver NELI programme in Reception – pp to provide cover for trained staff £789</p> <p>Employ EYFS apprentice to release skilled staff in delivering interventions. £13,063</p>	<p>Recognised intervention to developing language and communication across reception</p>	1,2
<p>Sounds Write Intervention programmes for Year 1 and Year 2</p> <p>Deliver additional maths tutoring support for targeted groups of Year 2 children.</p> <p>Target an additional 60 hours</p>	<p>Recognised intervention programme written by Sounds Write – very successful over the past two screening assessments with an increase of +20% on overall standards for phonics.</p> <p>Progress is measured using termly assessment outcomes from White Rose maths.</p>	1,2,5

NTP - £10,151		
Purchase Number-sense to plug the gap for fluency across school £120.00	EEF research states that Early numeracy approaches aim to develop number skills and improve young children’s knowledge and understanding of early mathematical concepts. Activities in this area might be structured, for example through programmes designed to develop children’s ‘number sense’ (their developing understanding of quantity and number), or more informal, such as using mathematical games including computer games (see also Digital technology), or pretend activities involving counting or using other mathematical language. Impact is +6months progress	5

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

Budgeted cost: £ [67,778]

Activity		Evidence that supports this approach	Challenge number(s) addressed
Zones of Regulation  Behaviour management training for middays – positive environments and conflict resolution (£500)		Recognised framework and curriculum for emotional regulation.  The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for	3,4

		neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.	
Implement Zones of regulation and modelled play  £394		Purchase Zones boards  Relaunch ERS provision to support Zones of Regulation Training for midday supervisors – September 2022 – time for SENDCO Induct new staff in January 2023 for Zones	3,4
Fischer Family Trust subscription to closely monitor attendance  £273		FFT is highly recognised support service.	2
Costs for Fare Share food - £819  Additional hours for support staff to run breakfast club  £11,799  Subsidised cost of breakfast club for pp children £600		A previous EEF impact evaluation of breakfast programmes found that offering pupils in primary schools a <b>free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress</b> in Key Stage 1.	4
Employment of pastoral leader  £38,425  Further positive play support for children in the Early Years £838 (LH) 2 hours p/w  -Family support and Early Help		EEF: The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.  The EEF found that 'there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime employment and	2,3,4

		<p>income. There is also evidence that children's skills can be improved purposefully through school based programmes and these impacts can persist over time'.</p> <ul style="list-style-type: none"> <li>tailoring communications to encourage positive dialogue about learning</li> <li>regularly reviewing how well the school is working with parents, identifying areas for improvement</li> <li>offering more sustained and intensive pastoral family support where needed</li> </ul>	
Bronze package of behaviour support programme -£400		EEF - Both targeted interventions and universal approaches have positive overall effects (+ 4 months).	2,3,4
Plugging the gap of swimming costs to school –1 x term at Ashby school £1600.00		In 2017 Swim England commissioned major new research into the health benefits of swimming. <i>The Health and Wellbeing Benefits of Swimming</i> report is an independent study that fully explores the impact of swimming on physical, mental and social wellbeing. The evidence outweighs this opportunity for developing life skills for children who would not normally have this opportunity.	2,3
Subsiding trips R/Y1 – Snowdome Beaumanor- Y1 Rainbows - tbc  £8.430		Curriculum-relevant school trips are a great way of <u>deepening pupils' understanding of a subject</u> , enhancing skills such as communication, collaboration and problem-solving, and increasing motivation and engagement. According to the <u>Council for Learning Outside the Classroom</u> , curriculum-relevant school trips:	2



		<ul style="list-style-type: none"> <li>• Give pupils experiences which help them realise their full potential</li> <li>• Motivate and engage pupils who are less suited to classroom-based learning</li> <li>• Raise standards when you're back in the classroom</li> <li>• Improve social, personal and emotional development</li> <li>• Equip pupils with skills they'll need in the future</li> </ul> <p>At their core, curriculum-relevant school trips provide a strong all-round learning experience for primary pupils, developing both knowledge and skills.</p>	
<p>Support parent, children and teachers linked to online safety</p> <p>£400</p>		<p>Online safety training to be provided in 2023 for staff and parent workshops</p> <p>SWGFL – <b>“Practice Online Safety</b></p> <p>Being aware of and practicing online safety is the only way to mitigate these risks. They will always be present, but teaching young people how to manage harmful situations and content will ensure they are best-placed to benefit from their time online, free from harm.</p> <p>Gvt guidelines for vulnerable children:</p> <p>“Any pupil can be vulnerable online, and their vulnerability can fluctuate depending on their age, developmental stage and personal circumstance. However there are some pupils, for example looked after children and those with special educational needs, who may be more susceptible to online harm or have less support from family or friends in staying safe online. Schools</p>	2

		should consider how they tailor their offer to ensure these pupils receive the information and support they need.”	
Employment of creative mentor for looked-after children using pupil premium plus expenditure £1300		<p><b>NSPCC:</b> Supporting looked after children</p> <p>Providing a secure, caring environment can help looked after children overcome their early life experiences.</p> <p>NSPCC research has identified priorities for change to improve the emotional and mental health of looked after children.</p> <p><b>Embed an emphasis on emotional wellbeing throughout the system.</b> Professionals working in the care system need the skills and knowledge to understand how they can support the emotional wellbeing of looked after children and young people.</p> <p><b>Support care leavers’ emotional needs.</b> Help young people identify and strengthen their support networks (Bazalgette, Rahilly and Trevelyan, 2015).</p>	1,2,3
Resources for enhancing emotional well-being for children £1600		Further resources to support mental health support for children	3
Launch toddler group £400		<p>Action for children charity: 96% of staff felt that baby and toddler groups have a positive effect on child development.</p> <p>These groups can help parents learn about the importance of play, about how best to play with their chil-</p>	

		dren, and give families access to new and varied toys and equipment for play.	
Workshops for Parents		Impact of parental engagement. Reading cafes Showcase lessons Maths afternoon	2

**Total budgeted cost: £ [116,330]**

## 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.

Children identified as pupil premium have increased since the start of Covid particularly in the Early years, although historically, % of each class increase as children progress through the school into KS1.

- NELI programme, ELKLAN training in the Nursery, implementation of sounds-write strategies and Talk 4 Writing have all impacted positively in developing a language-rich environment in the early years.

### Code for attainment and progress data=

	Not on track / below expectations
	On track / expected standard
	Greater depth / exceeding progress

#### Pupil premium Nursery



#### All children Nursery



#### Pupil premium reception



#### All children reception



## **PASS/FAIL ANALYSIS FOR YEAR 1 CHILDREN – SUMMER 2022 PHONICS TEST**

### **Overall (Including disapplied Children-12)**

<b>Total number of children</b>	<b>54</b>			
<b>RESULT</b>	<b>PASS</b>		<b>FAIL</b>	
Overall number of children	33	61%	21	39%
Overall number of PP (29)	16	55%	13	45%

### **Overall (Excluding disapplied Children-12)**

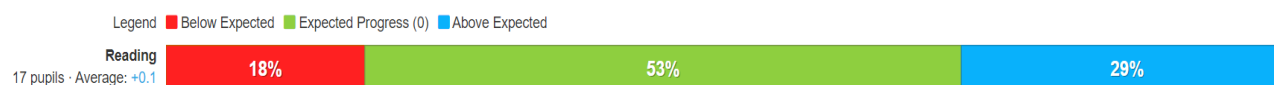
<b>Total number of children</b>	<b>42</b>			
<b>RESULT</b>	<b>PASS</b>		<b>FAIL</b>	
Overall number of children	33	79%	9	21%
Overall number of PP (18)	16	89%	2	11%

## **YEAR 2 READING OUTCOMES**

### **Pupil premium Year 2 attainment**



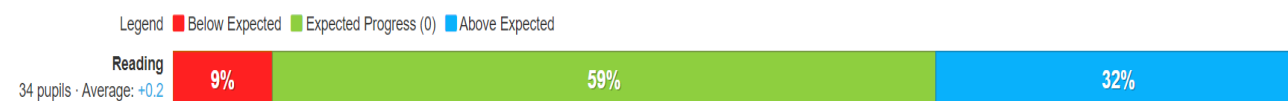
### **Pupil premium Year 2 progress**



### **All children Year 2 attainment**



### **All children year 2 progress**



- Positive play outcomes-

5 children have received positive play support which included regular weekly sessions. All children made progress on the Boxall assessment, on the developmental strands and the diagnostic profile too. The Impact for children receiving one to one emotional support from pastoral lead after building that relationship means that the child's voice is represented at core groups, via the direct work undertaken by the pastoral leader, to give a true picture of that child's lived experience.

- Breakfast club was offered at a discounted rate for pupil premium children. 1/3 of the children who attended breakfast club participated in this offer.
- Time for the pastoral leader to apply for HSF fund has been successful for 16 families which in line has helped their mental help.

- All teachers are fully trained in Number sense – outcomes will increase as this is embedded into the curriculum.
- Attendance has risen for disadvantaged children over the year and is now in-line with whole-school attendance data (93%).
- Unauthorised absences are only slightly higher than other (1.5% in comparison to 1.2%).

Discounted trips:

- All trips have been discounted by 50% across the school. Payment of trips remains optional for all children.

At least 20 families have benefitted from fare share

## 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*

Programme	Provider
Sounds-Write Phonics training programme	Sounds Write
Talk 4 Writing 'Igniting writing' project	Talk 4 Writing

