

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	133 (as of 11.9.23)
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 initially 2022-2023 2023-2024
Date this statement was published	Revised September 2023
Date on which it will be reviewed	January 2024
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 £92,795.00 awarded 2022-2023
Mental health grant	£100,395 for 2023-2024 (69 children)
Recovery premium funding allocation this academic year	£8800 awarded 21-2022 £13,156 awarded 2022-2023 £tbc for 2023-2024 – not yet released
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

NTP	£741
Pupil premium plus	3 children for 2023-2024 Tbc for reception
Total budget for this academic year 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 £101,136.00 for 2023 - 2024

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.
- ▶ As an aftermath of Covid, many of our Nursery and Reception children who have never been in school before were very dysregulated and had emotional difficulties which resulted in additional behaviour support for them.
- ▶ Every day makes a difference at Elmsleigh and we continuously reinforce the importance of coming to school every day and on time. School attendance and persistent absenteeism will continue to be a key focus for 2023-2024 so that every child can achieve their potential.

Challenges

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

Challenge number	Detail of challenge
1	<p>Barriers to learning in speech and language development – we have a high proportion of children with limited vocabulary who need access to our ERS.</p> <p><i>-% of SEN children entering Elmsleigh are rising year-on-year (2022 % and 2023 %)</i> <i>- Complex non-verbal children without EHCP's are feeding into school on mainstream places</i> <i>-High levels of children during Covid had speech difficulties in the Nursery</i> <i>-45% of disadvantaged children in Year 2 last year had school action support.</i></p>
2	<p>Acceptance of high aspirations and ambition amongst families.</p> <p><i>-Low mobility rates amongst children at Elmsleigh.</i> <i>-Rising numbers of families who require Household support fund and fare share bags of food.</i> <i>-The numbers of families claiming pupil premium has risen year on year to 50% in summer 2023.</i></p>
3	<p>Access to emotional and mental health support - there are children who have social and emotional difficulties and/or ACEs (Adverse Childhood Experiences – number of safeguarding concerns and DA notifications has risen during and since Covid).</p> <p><i>-There are an increasing amount of parents struggling with their own mental health.</i></p>
4	<p>Lack of PSED skills</p> <p>Children's skills with personal, social and emotional development in the early years has declined during Covid and since the rise of technology</p> <p><i>-Lower baseline and GLD for PSED at the end of Nursery and Reception</i></p>
5	<p>Gaps in learning basic skills, particularly Year 1 and year 2 children</p> <p>Barriers with communication has impacted on transposition skills in applying into writing as well as segmenting and blending skills (Year 1 disadvantaged phonics data 2023)</p> <p><i>-(60% vs. 69% National although average pass score was 29 in comparison to 30 Nationally)</i></p>
6	<p>Due to the locality of Elmsleigh and financial crisis for some families, there are limitations on the amount of personal experiences and cultural capital exposure available to children. Some of our children have limited knowledge of real-life experiences including learning to swim, cultural diversity and having enjoyment in developing a love for reading.</p> <p><i>-Feedback from children – their favourite memories from Elmsleigh link to enrichment and the 'above and beyond' curriculum offer for disadvantaged</i></p>
7	<p>Many of our new starters became persistent absentees due to illness and as an aftermath of Covid.</p> <p><i>-Reception attendance last Autumn 2022 was much lower than the rest of the school. A strategy was implemented to address this and it rose during the year. There was still a gap for the reception disadvantaged cohort in comparison to National last summer. (-0.7%)</i></p>

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 including EAL. -Staff will have further skills and expertise in oracy and the EYPD programme
For all children to develop and apply strategies for reading, developing a love for learning.	Children will have techniques for segmenting and blending words in books and in their own writing. -Sounds Write phonics programme -Quality Sounds Write interventions -Further phonics support for Y2 disadvantaged
To further enhance the mental well-being of all children.	Children and parents will have access to pastoral support across school -Zones of regulation CPD / recognition -1:1 pastoral support -CPD for mental health and well-being in school – working party as part of mental health strategy
To find further opportunities to develop basic maths skills in fluency.	Children will have instilled confidence by daily practise of maths fluency. -Additional maths sessions using Number Sense -Participation in EEF First class number -Additional hours using a maths tutor
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 – attendance strategy in place
To maximise life chances through purposeful learning experiences and opportunities.	Real-life enrichment opportunities will embed learning to include theatre visit, visiting magician, swimming lessons, residential 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. Parent workshops and coffee mornings

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: £ [31,140]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds Write qualification for 6 x HLTA's (funded through Literacy hub grant)	Accredited synthetic phonics programme which has already impacted phonics outcomes over the past 2 years - <i>scores in phonics screening are much higher than previously.</i>	1, 2,5
Oracy and tiered vocabulary CPD for all staff – delivered by Literacy leader CS time and twilights – (33.35 p/h tbc over year) 5 x staff meetings 1 x twilight in June 2024 Additional Literacy leader time for research	'The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding of reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.' (National Curriculum in England, 2014) It is so important to develop pupils' vocabulary. Alex Quigley states that pupils need to acquire over <u>50,000 words</u> to access their GCSEs. Indeed, the EEF Literacy reports state that teachers must provide explicit vocabulary instruction in <u>every</u> subject, use effective approaches to help students remember new words and prioritise teaching tier 2 and 3 vocabulary.	1, 2,5
EYPDP programme for Nursery Leader £2513.00	Webinar on 21.9.23 http://www.earlyyearsdpd.com/about-the-programme/	1, 2,5
Leadership time for all teachers £5450.00 Cost for DHT to cover for ½ day per week - £5123.00	Teachers to have time and CPD opportunities to develop their subject across school (EEF)	1,2,6
Literacy and Maths CPD opportunities to develop	Leaders to have time and CPD opportunities to develop their subject across school (EEF)	1,2,5

expertise (1/2 day each per week) Literacy - £5137.00 Maths - £3974 12 days for NPSLL - £2602.00		
Specialist CPD for pastoral team to include:	Ensure that specialist CPD is cascaded back to the teaching team. -Emotion coaching (all staff) – Rachel Rayner (free) -	3,4
Further nurture support for children with emotional difficulties – build on the enchanted forest £5319.00	Timetable designated member of staff following on from initial assessment of Boxall's to indicate area of need for disadvantaged children who require positive play / nurture intervention	
Supporting mental health and well-being for staff to enable support for children	Mental Health First Aid course (funded) - KB Counselling course (funded) - RS Further CPD for delivered Zones training	3,4,7
EAL children - £1022	Phonics focus: 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 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"	1,2,5

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

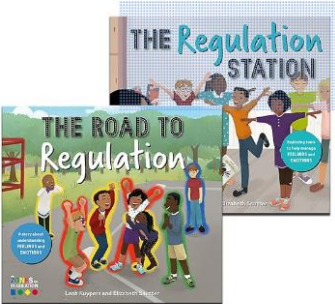
Budgeted cost: £ 4531



Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading for pleasure Books Introduce half-termly book buddies £2000	Booktrust.org.uk 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). • Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a	1,2

	<p>person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).</p> <ul style="list-style-type: none"> • Students with more positive attitudes towards reading are more likely to read at or above the expected level for their age (Clark 2014). 	
<p>Talk Boost measured intervention</p> <p>£500.00</p>	<ul style="list-style-type: none"> • Support staff to deliver Talk Boost across Key Stage 1 including disadvantaged children. 	1
<p>Deliver NELI programme in Reception – pp to provide cover for trained staff</p> <p>£1170</p> <p>30 weeks for ½ day</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>Delivered by DHT initially then rolled out to support staff</p> <p>Deliver additional maths tutoring support for targeted groups of Year 2 children.</p> <p>Target an additional xx hours</p> <p>NTP – 741.00 (50% DfE funded / £741.00 funded through school)</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
<p>Purchase Number-sense to plug the gap for fluency across school</p> <p>£120.00</p>	<p>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</p>	5

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

Budgeted cost: £ [62,985]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Zones of Regulation</p> <p>£800</p>	<p>Recognised framework and curriculum for emotional regulation.</p> <p>The Zones of Regulation framework and curriculum (Kuyppers, 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 neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.</p> <p>Personalised Zones posters for individual children</p> <p>Further resources to embed for Zones of Regulation</p> 	<p>3,4,7</p>

	<p>The Zones of Regulation Apps Download on Your Device's App Store</p>  <p>The Zones of Regulation App®</p> <p>An interactive tool that provides a fun way to assist in developing real-life regulation skills. Learners will be taken on an adventure through a town filled with exciting learning opportunities around Zones concepts, rewards, and mini games. Currently available for download on iPhone, iPad, Android, Mac, Chromebook (Android Compatible). One app download may be used for up to 8 unique learners.</p> 	
<p>Fischer Family Trust subscription to closely monitor attendance £273</p>	<p>FFT is highly recognised support service.</p>	<p>2,5</p>
<p>Costs for Fare Share food - £819</p> <p>Additional hours for support staff to run breakfast club £7,137.00</p> <p>Subsidised cost of breakfast club for pp children £600</p>	<p>A previous EEF impact evaluation of breakfast programmes found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.</p> <p>Free breakfast club is provided for disadvantaged families in crisis</p>	<p>4,7</p>
<p>Employment of pastoral leader £38,826</p> <p>-Family support and Early Help</p>	<p>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.</p> <p>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 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"> • tailoring communications to encourage positive dialogue about learning • regularly reviewing how well the school is working with parents, identifying areas for improvement 	<p>2,3,4</p>

	<ul style="list-style-type: none"> offering more sustained and intensive pastoral family support where needed 	
Bronze package of behaviour support programme -£500	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.	2,3,6
Subsidising trips R/Y1 – Snowdome Beaumanor- Y1 Rainbows - tbc £8.430 Subsidised theatre trip? Fundraising are contributing £2K	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: <ul style="list-style-type: none"> Give pupils experiences which help them realise their full potential Motivate and engage pupils who are less suited to classroom-based learning Raise standards when you're back in the classroom Improve social, personal and emotional development Equip pupils with skills they'll need in the future <p>At their core, curriculum-relevant school trips provide a strong all-round learning experience for primary pupils, developing both knowledge and skills.</p>	2,3,6
Support parent, children and teachers linked to online safety £400	Online safety training to be provided in 2023 for staff and parent workshops SWGFL – “Practice Online Safety Being aware of and practicing online safety is the only way to mitigate these risks. They will always be present, but teaching	2

	<p>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 should consider how they tailor their offer to ensure these pupils receive the information and support they need.”</p>	
<p>Employment of creative mentor for looked-after children and previously looked-after children</p> <p>Funded though mighty creatives due to success from previous year (8 hours)</p>	<p>NSPCC:Supporting looked after children 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>Embed an emphasis on emotional well-being throughout the system. 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>Support care leavers’ emotional needs. Help young people identify and strengthen their support networks (Bazalgette, Rahilly and Trevelyan, 2015).</p>	1,2,3
<p>Resources for enhancing emotional well-being for children</p> <p>£1600</p>	<p>Further resources to support mental health support for children</p>	3,4,7
<p>Costs to run toddler group</p> <p>Funded through budget</p>	<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 children, and give</p>	2

	families access to new and varied toys and equipment for play.	
Workshops for Parents	Impact of parental engagement. Reading cafes – Starting September 2023 Showcase lessons – Starting Autumn term 'Meet the teacher' sessions in September 2023 Maths afternoon planned SEN coffee mornings planned	2

Total budgeted cost: £ (98,656)

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 2022 to 2023 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

EYFS ATTAINMENT

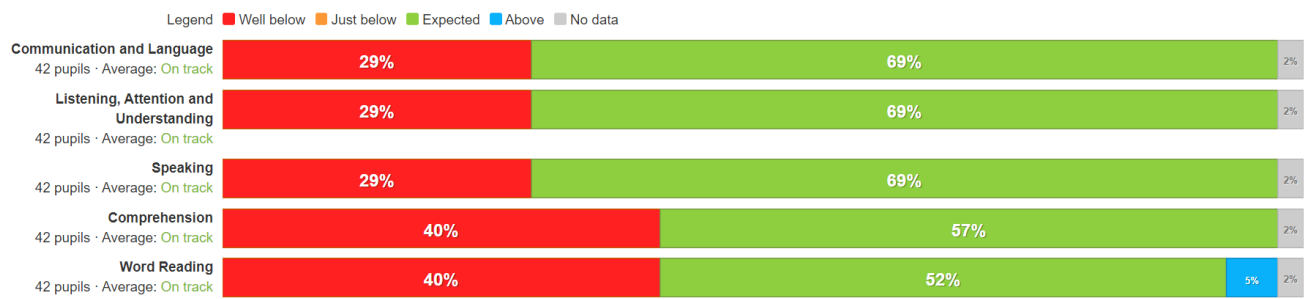
All children Nursery



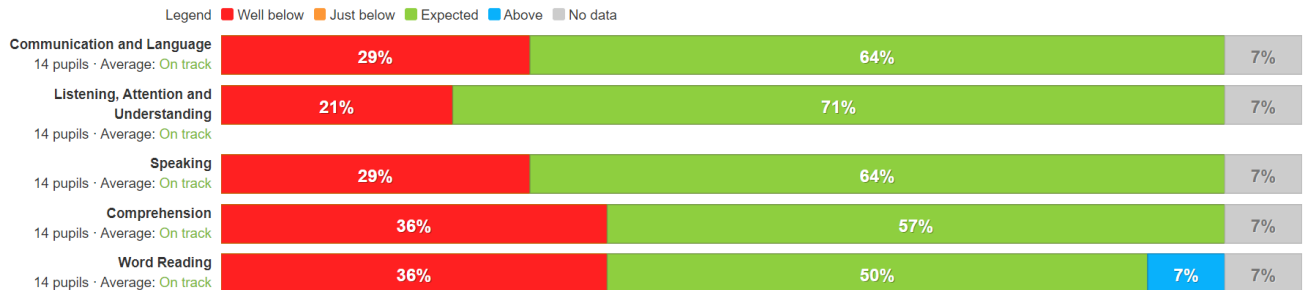
Disadvantaged Nursery



All children reception

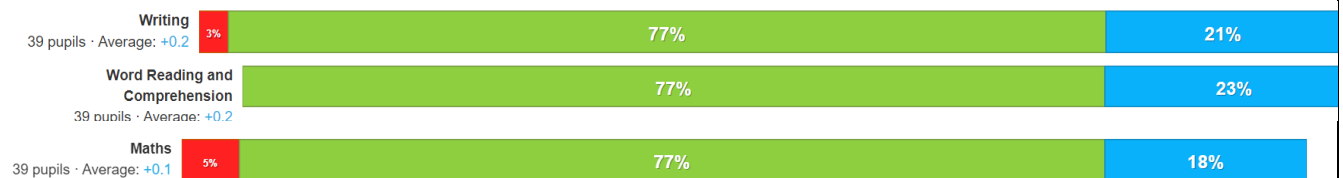


Disadvantaged reception

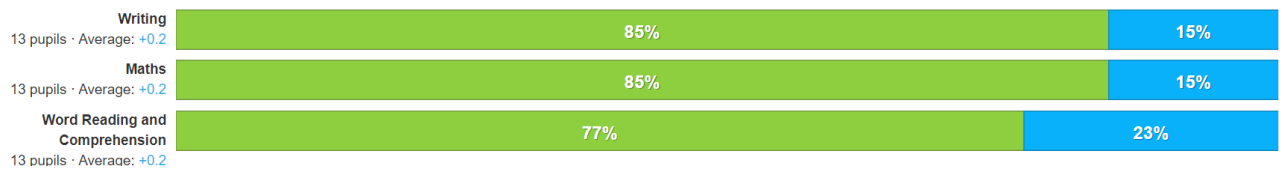


RECEPTION PROGRESS

RECEPTION



DISADVANTAGED RECEPTION



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

PASS/FAIL ANALYSIS

Overall (Including disapplied Children-6)

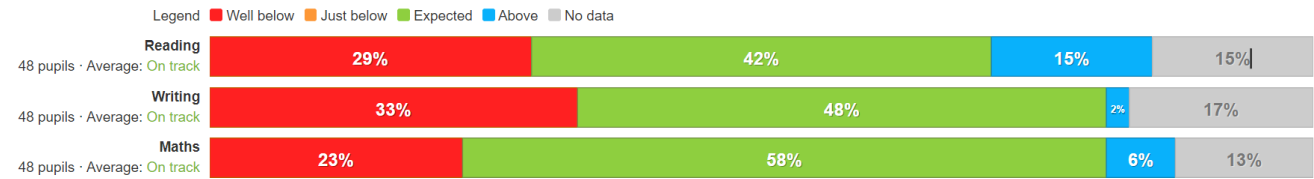
Total number of children	47			
RESULT	PASS		FAIL	
Overall number of children	31	66% (61%)	16	34% (39%)
Overall number of Disadvantaged (25)	15	60% (55%)	10	40% (45%)

Overall (Excluding disapplied Children-6)

Total number of children	41
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RESULT	PASS		FAIL	
Overall number of children	31	76%	10	24%
Overall number of Disadvantaged (22)	15	68% (89%)	7	32% (11%)

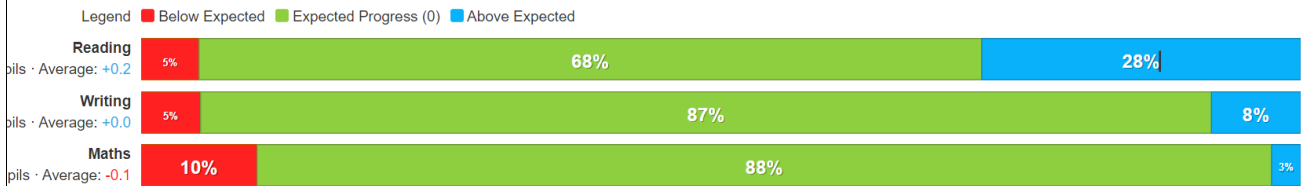
YEAR 1 OUTCOMES



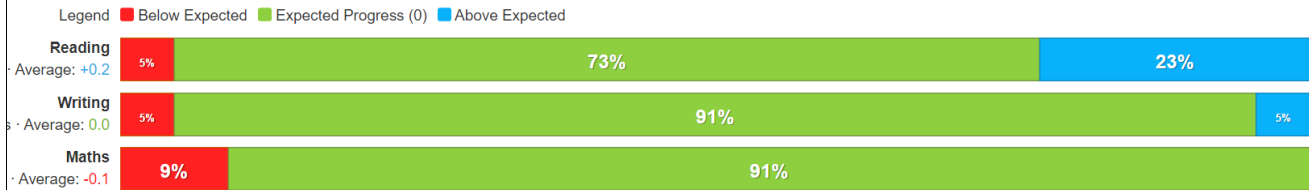
YEAR 1 DISADVANTAGED OUTCOMES



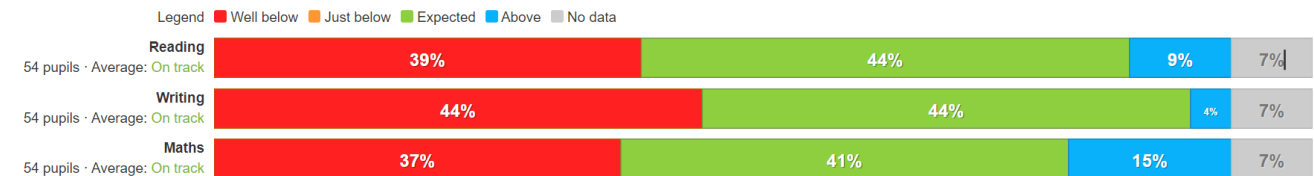
YEAR 1 PROGRESS



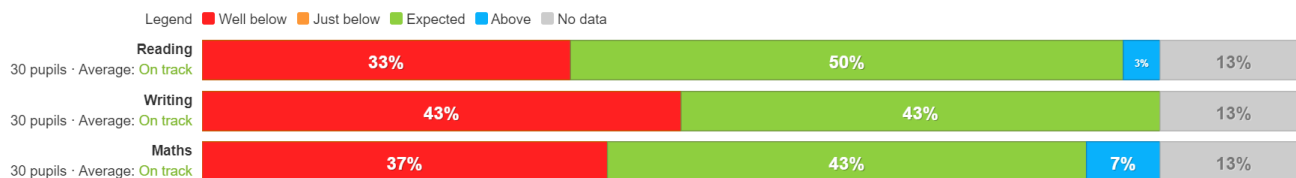
YEAR 1 DISADVANTAGED PROGRESS



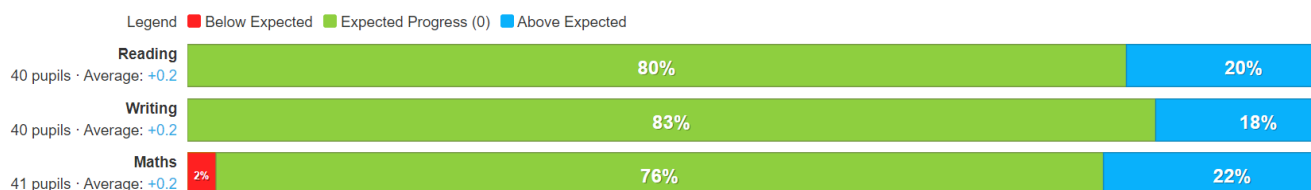
YEAR 2 OUTCOMES



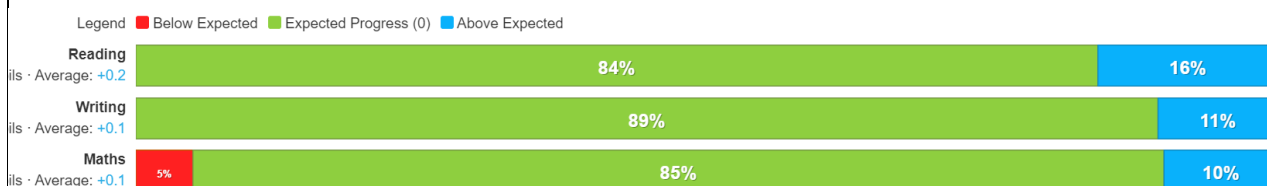
YEAR 2 DISADVANTAGED OUTCOMES



YEAR 2 PROGRESS



YEAR 2 DISADVANTAGED PROGRESS



POSITIVE PLAY OUTCOMES

- 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.
- Fare Share bags have supported 31 families over the past year.

Discounted trips:

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

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
PANTS and Speak out, stay safe programme	NSPCC
NELI (Early Language development	Nuffield early language development in reception
Talk Boost intervention programme	Speech and language UK
Number sense	Number sense maths Ltd

