

Pupil premium strategy statement 2022 to 2025: Inglewood Community Nursery and Infant 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, its long-term aims, and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Inglewood Community Nursery and Infant School
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	34.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Deborah Boekestein, Headteacher
Pupil premium lead	Nicola Bardgett, Deputy headteacher
Governor / Trustee lead	Michael Boaden, Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77 843
Recovery premium funding allocation this academic year	£06 642
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£84 485

Part A: Pupil premium strategy plan

Statement of intent

At Inglewood Community Nursery and Infant School, we believe that everyone matters and this is at the centre of all that we do. We use a philosophical approach to learning and teaching called Joy of Not Knowing (JONK) to support all our learners in both their playful and more formal learning and, if they find things a challenge, our Stop, Understand and Move On (SUMO) interventions help everyone make progress.

As we work with very young children from a range of backgrounds, who are coming to school for the first time and who do not know that they might be considered 'disadvantaged', our intention is that they enjoy learning, make progress, develop positive school behaviours and achieve across all subjects without being labelled. We acknowledge within our strategy, the need for these youngest pupils to be supported in 'education recovery' following the COVID-19 pandemic using the targeted support of the National Tutoring Programme for pupils whose education has been worst affected.

The focus of our pupil premium strategy is to:

- Use high quality teaching and interventions to close any disadvantage attainment gaps and at the same time benefit non-disadvantaged pupils in our school.
- Use high quality teaching and interventions to offer additional opportunities to high-attaining disadvantaged pupils to achieve and at the same time benefit non-disadvantaged pupils in our school.
- Use education recovery to support all pupils whose education has been affected by Covid-19 and post Covid-19 social and medical challenges since March 2020.

Our current pupil premium strategy plan is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we use complement each other to help pupils excel. We work towards achieving this by:

- adopting a whole school cyclical approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Using robust diagnostic assessment to ensure that we act early to intervene at the point a need is identified for all groups of learners
- Using a research-informed evidence base alongside our knowledge of our community to select solutions to meet our pupils' needs
- Ensuring disadvantaged pupils are challenged in the work that they are set
- Implicit in all our teaching is the intention that through a tiered approach, with quality first-teaching as a starting point, all groups of pupils' attainment will be sustained and improved - as everyone matters.

As a school community, we also consider the challenges faced by vulnerable pupils, including but not only those who have a social worker, or are young carers, or are subject to special guardianship orders. Our strategy is also intended to support their needs, regardless of whether they are considered disadvantaged or not.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils and parents / carers indicate underdeveloped oral language skills and vocabulary gaps amongst many of our learners following Covid -19 disruption, with some of our disadvantaged pupils affected to a greater extent. This finding is supported by national studies
2	Assessments, observations, and discussions with pupils indicate that some of our disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts on their development as early readers and writers throughout Reception and Key Stage 1. Additionally, this affects their ability to engage with some aspects of maths (e.g. reading maths problems)
3	Assessments, observations, and discussions with pupils and parents/ carers suggest that a further effect of Covid-19 lockdown was a lack of opportunity for our youngest learners to build, develop and consolidate age-appropriate characteristics of effective learning – including linking prior learning to current learning and thinking critically. This finding has been evidenced by 2-year checks carried out over the past two years.
4	Observations, and discussions with pupils and parents/ carers evidence the limited opportunities our pupils have to engage in social, cultural or sporting experiences outside school This has had an impact on the knowledge that they bring to learning link these into their learning and is more apparent in our more disadvantaged learners.
5	A number of our disadvantaged learners have multiple barriers to their learning. These include inter-alia: multi-agency early help, statutory educational and / or safeguarding involvement, fragile housing and caring responsibilities.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral and language skills and vocabulary for all pupils in our school, particularly our disadvantaged pupils	<p>Use of assessments, observation and pupil voice as part of monitoring will indicate a much wider range of subject-specific vocabulary used accurately by disadvantaged pupils.</p> <p>Use of assessments, observation and pupil voice as part of monitoring will indicate an improvement in disadvantaged pupils' ability and confidence to listen and respond to questions and comments appropriately.</p>
Improved phonics check attainment for all pupils in the Year 1 phonics screening check with a significant improvement for our disadvantaged pupils	Phonics Check data in Summer 2025 will evidence that more than 90% of pupils without an additional barrier to learning meet the expected standard in Year 1.
Improved writing attainment at the end of KS1 for all groups of pupils with significant improvement for our disadvantaged pupils	KS1 writing outcomes in 2025 will evidence that more than 65% of disadvantaged pupils without an additional barrier to learning meet the age-related expectations for writing.
Achieve and sustain improved attainment in all subject areas for all our learners, particularly our disadvantaged learners at the end of KS1.	<p>Assessments and observations indicate significantly improved use of critical thinking, self-reliance and efficacy to support high attainment within all groups of learners.</p> <p>Improvement will be evidenced through ongoing formative assessment (gap analysis), subject co-ordinators' use of pupils' engagement in lessons and book scrutinies.</p>
Ensure improved confidence for all pupils in our school particularly our disadvantaged pupils and those with multiple barriers to learning.	<p>Sustained high levels of confidence indicated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities from 2021-22 levels, particularly among disadvantaged pupils
Achieve and sustain improved attendance for our children with multiple barriers to learning	<p>High possible attendance demonstrated by</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils (discounting childhood illnesses) being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 15%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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 and Learning

Budgeted cost: **£25 876**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding talk activities across the school curriculum</p> <p>Use of Talk Boost and JONK (Joy of Not Knowing) community of enquiry to support learners to extend thinking, vocabulary and consolidate oracy skills</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, have high impact on reading and contribute to narrowing the disadvantage gap.</p> <p>There is evidence to indicate that teaching metacognition strategies to help learners plan, monitor and evaluate specific aspects of their learning can be effective, particularly when they applied to challenging tasks rooted in the usual curriculum content.</p>	1, 3
<p>Purchase:</p> <ul style="list-style-type: none"> • support package for Little Wandle Letters and Sounds Revised (a DfE validated Systematic Synthetic Phonics programme) • additional linked reading books; and • a wider variety of reading for pleasure books <p>in order to secure good early reading skills and a developing sense of reading for pleasure across the school.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading. Little Wandle links reading with comprehension specifically and 2021-22 in-school evidence highlights the benefit of this for all groups of learners, particularly disadvantaged pupils:</p>	2
<p>Fund teacher release time to embed progression of skills across all subjects for all groups of learners</p>	<p>There is a developing evidence base that specific time provided for teachers to work together to develop and embed a progression of skills across our phases will have an impact on all our groups of learners</p>	1,3,4

<p>Enhance our maths teaching and curriculum planning.</p> <p>Fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Purchase teaching for mastery resources</p>	<p>EEF guidance for maths indicates that a range of maths activities embedded throughout the day will support all groups of learners and will provide powerful tools for engaging learners from families where maths learning is less secure.</p>	3,5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£33 421**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks:</p>	2,5
<p>Additional 1 to 1 and small group talk activities across the school curriculum</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, have high impact on reading and contribute to narrowing the disadvantage gap in all subject areas.</p>	1,3
<p>Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<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 and in small groups.</p>	2,3,5

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

Budgeted cost: **£25 217**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This includes using Attendance Team to monitor and support good attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Sustain the principles of good practice set out in EEF Guidance on Social and Emotional Learning in School</p> <p>Provide professional development and training for staff – including support staff to attend ELSA training and support development of ELSA approaches into routines.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Additionally, evidence around targeted use of support assistants highlights the noticeable improvements in pupil outcomes that can be made.</p>	<p>1,3,4,5</p>
<p>Maintain a contingency fund to allow all pupils to engage in at least one social cultural capital activity each year</p> <p>Establish a contingency fund for acute issues.</p>	<p>Sutton Trust, EPPE and Social Mobility Commission. Poverty proofing the School day</p> <p>Based on 2021-22 events in local community, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified (e.g. food parcels, data SIMs, counselling,)</p>	<p>4,5</p>

Total budgeted cost in 2022 – 23: £84, 514

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using EYFS, key stage 1 performance data, phonics check results and our own internal assessments. Statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This was a transitional arrangement for one year only. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

Our oral language interventions were implemented throughout school and for pupils with no additional needs, evidence indicates increased confidence in oral-based activities. Referrals to specialist speech and hearing teams increased in 2021-22 as did waiting lists for children to be seen. In 2022-23, more internal episodes of speech therapy will be internally-generated to support our learners.

Metacognition activities were re-introduced into school in 2021-22 and are being embedded in 2022-23.

The purchase of a DfE validated phonics scheme, its introduction and its ongoing training ensured that there was a consistent approach throughout school in 2021 to 22. This will be embedded in 2022 to 23. Targeted phonics activities were based on data from the programme's tracking in 2021 to 22 and this will be sustained in 2022-23.

Teacher release time in 2021-22 ensured that a progression of skills was established in all subjects. In 2022-23, this will be sustained and further developed for specific groups of learners.

Tutoring monies were used in 2021-22 to provide small group sessions for groups of learners with an emphasis on early reading and writing and early maths. The impact of this was seen in the end of KS1 outcomes, where the gap in the reading and maths scaled scores for disadvantaged pupils and national reduced to -1.7 (FFT Aspire).

Attendance remained a challenge with 24.4% of children having persistent absences, however disadvantage attendance was above FFT national figures by 1.5 %.

Our contingency fund ensured that all Reception and Key Stage 1 pupils engaged in at least one cultural capital visit in 2021 – 22. These included – indoor rock-climbing, a visit to the Lake District and an Activity Day at Talkin Tarn.

Further Information:

During 2021 to 22, we gained DfE funding to provide 24 days of Holiday Activities for disadvantaged pupils (HAF). Over 60 disadvantaged pupils attended throughout the Summer and Christmas holidays. Through a range of playful and targeted activities – including 6 off-site visits, PE specialist coaches and creative volunteers working with our children- we ensured that they were: more active; more aware of health and nutrition; learnt new skills; and felt more positive about themselves. The impact that this had on these pupils was evidenced throughout 2021-22, as individual children have shown accelerated progress compared to their non-attending disadvantaged peers.