

Pupil premium strategy statement



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	Inglewood Community Nursery and Infant School
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	23.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 to 2024
Date this statement was published	01.12.21
Date on which it will be reviewed	30.09.22
Statement authorised by	Deborah Boekestein
Pupil premium lead	Nicola Bardgett
Governor / Trustee lead	Jeremy Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 57 835
Recovery premium funding allocation this academic year	£ 06 235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 64 070

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 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 also enjoy learning, make progress, develop positive school behaviours and achieve across all subjects without being labelled.

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 over the past two years.

Our current pupil premium strategy plan works towards achieving those objectives by:

- adopting a whole school 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
- Ensuring disadvantaged pupils are challenged in the work that they are set
- Implicit in all our learning and teaching is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers

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 under-developed 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
3	Assessments, observations, and discussions with pupils and parents/ carers suggest that a further effect of Covid-19 lockdown has been a lack of opportunity for our learners to build, develop and consolidate age-appropriate characteristics of effective learning – including linking prior learning to current learning and thinking critically.
4	Our disadvantaged pupils have had very limited opportunities over the past two years 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.
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	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. 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.
Improved phonics check attainment for all pupils in the Year 1 phonics screening check with a significant improvement for our disadvantaged pupils	Phonics Check in Summer 2024 shows 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 disadvantaged pupils	KS1 writing outcomes in 2024 show that more than 60% 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 our disadvantaged learners at the end of KS1.	Assessments and observations indicate significantly improved use of critical thinking, self-reliance and efficacy to support high attainment among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Ensure improved confidence for all pupils in our school particularly our disadvantaged pupils and those with multiple barriers to learning.	Sustained high levels of confidence from 2022 to 23 indicated by: <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 2019 levels, particularly among disadvantaged pupils
Achieve and sustain improved attendance for our children with multiple barriers to learning	High attendance in 203/4 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils 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 (for example, CPD, recruitment and retention)

Budgeted cost: £31 976

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

Purchase a DfE validated Systematic Synthetic Phonics programme and readers to secure stronger phonics teaching and for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	2
Fund teacher release time to embed progression of skills across all subjects for all groups of learners	Evidence and our ongoing use of Leuven engagement scales indicates that it is of benefit for children to be ready to learn. 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 our the outcomes of our disadvantaged groups.	3

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

Budgeted cost: £ 14 138

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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 up to 12 weeks:	2
Additional 1 to 1 and small group talk activities across the school curriculum	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.	1
Engaging with the National Tutoring Programme from Spring 2022 to provide a blend of mentoring and school-led tutoring for pupils whose education has been most impacted	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	3, 5

by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17 956

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 Inclusion Manager to monitor and support attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p><i>Embedding principles of good practice set out in EEF Guidance on Social and Emotional Learning in School</i></p> <p>This includes staff training and use of nurture room and use of Happy to be Me. Time to talk, Lego Therapy</p>	<p>The EEF guidance has been informed by the Manchester University Review of evidence and case studies from the EEF Toolkit that have had an impact on</p>	3
<p>Ensuring a contingency fund to allow all pupils to engage in at least one social cultural capital activity each year</p>	<p>Sutton Trust, EPPE and Social Mobility Commission. Poverty proofing the School day</p>	4

Total budgeted cost in 2021 to 22: £64 070

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.

Book scrutinies, pupil voice, parental feedback and formative assessments indicated that in 2020 to 21, 100% of disadvantaged pupils made progress based on their starting points. This was due to the following activities:

- Transition. The impact of the Covid-lockdowns had an impact on pupils' starting points in September 2020 and further lockdowns followed, however the two-week transition – where all existing pupils (including exiting year 2s) remained with their previous year's teacher – ensured that all learners and in particular disadvantaged learners began 2020 to 21 with high wellbeing. The activities linking with the receiving teacher meant that they were also ready to learn. New disadvantaged learners were assessed during this period and interventions began for them.
- Funding was used to maintain small adult to child ratios and to provide additional weekly input.
- Additional oracy and critical thinking CPD for staff supported speech interventions for disadvantaged learners.
- Any home-learning required throughout the year was provided in different forms – including much paper-based and practical apparatus and this ensured that disadvantaged pupils could access the curriculum.
- Some digital devices were loaned from the Junior School and free internet SIMs were provided to support disadvantaged families with no on-line access during periods of Covid-related absence.
- The weekly contact (and in some cases bi-weekly) contact that we maintained with disadvantaged learners ensured that all families had contact with at least one outside agency during periods of lockdown, isolation or illness.
- We ensured that all our very young disadvantaged learners (e.g. Funded 2s) had a healthy meal every day.
- All year 2 disadvantaged pupils had at least one off-site visit during Summer term 2021 and all year 1 disadvantaged pupils had a virtual visit to a farm to support their cultural and social capital.
- All disadvantaged learners received 'holiday activity pack' which included early reading and writing, mathematics, creative and physical activities which were well-used, as email evidence indicated.

Further information

During Summer 2021, we gained DfE funding to provide 20 days of Holiday Activities for disadvantaged pupils. 43 disadvantaged pupils attended at least twice and 23 pupils attended for all 20 days. Through a range of playful and targeted activities – including 4 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 has been evidenced throughout the autumn term 2021 as they have settled to learning and each assessment has shown accelerated progress compared to their non-attending disadvantaged peers.

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