



# 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	Stocksbridge Nursery Infant School
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Jane Townsend
Pupil premium lead	Jane Townsend
Governor / Trustee lead	Sarah Briggs

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65 385
Recovery premium funding allocation this academic year	£6380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£68 765

# Part A: Pupil premium strategy plan

## Statement of intent

At Stocksbridge Nursery Infant School, we acknowledge that disadvantage is not entirely defined by eligibility for Pupil Premium Funding. Children who are at risk of under or not achieving can be considered disadvantaged.

Our families and children encounter disadvantage for a range of reasons: following bereavement; trauma; separation/divorce/other family difficulties; vulnerability in terms of Child Protection, Child in Need, Special Guardianship status; mental health; SEND; in-work poverty; unemployment; poor housing conditions; insufficient income and reliance on food banks. The impact of Covid and three lockdowns has exacerbated the situation for many families.

Our ethos is one of inclusivity, of knowing each family and child well so that we can offer the best support we can at the best time to individual children and their families. Our focus, in light of the impact of Covid, has been and will continue to be on Recovery:

- Restoration into school life and re-establishment of normality
- Securing relationships
- Responding to pupil need.

Pupil Premium and Recovery Premium are additional streams of funding that are provided to schools to support children who may underachieve and to support the narrowing of the achievement gap, which is sometimes called 'catch up'.

Our key objectives in relation to spending the funding are as follows:

- Ensuring the needs of each child are known, understood and met.
- Increasing the attendance and decreasing the persistent absence of all pupils
- Overcoming the learning barriers of all pupils, with a particular focus on those who are disadvantaged; improving engagement and well-being through nurturing principles, a whole school approach to self-regulation
- Ensuring that children are exposed to and develop a wide, rich vocabulary to address language deficits for disadvantaged children.
- Raising standards for eligible pupils to close the gap on national outcomes (including targeted post COVID catch up where applicable).
- Improving and maintaining the quality of teaching for all pupils
- Maximising the engagement and readiness to learn for all pupils

The funding is provided to schools in addition to the main school funding grant. It is allocated according to the number of pupils on roll in the following categories:

- Pupils who are eligible for free school meals (FSM) or have been eligible for free school meals within the last 6 years
- Pupils in local authority care for 6 months or more
- Pupils from service families

The Pupil Premium grant has led to improved levels of attainment in reading, writing and maths for targeted pupils. It has also enabled wider experiences for pupils which have inspired and motivated them.

- The information in this document gives detail as to how our Pupil Premium funding is being spent in order to improve pupil outcomes. A significant amount of the funding is being spent on staffing costs. As a school, we believe that timely and appropriate additional input from skilled professionals, in line with EEF recommendations<sup>1</sup>, is the best method of diminishing the differences in terms of knowledge and understanding between different groups of children. Our Teaching Assistants (TAs) are carefully planned into all lessons, by class teachers, so that they are used to help raise the attainment of identified groups and individuals. Whilst some research has shown that additional TA support is not a cost effective method of raising pupil attainment, our outcomes demonstrate that, as a result of effective deployment and training, the strategy is successfully improving outcomes for targeted groups.

## Challenges

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

Challenge number	Detail of challenge
1	Some pupils eligible for Pupil Premium have additional vulnerabilities, for example SEND
2	Identified gaps in learning are hindering progress for some pupils
3	Social and emotional barriers for vulnerable pupils can cause a negative impact on progress and attainment
4	Some pupils are at risk of becoming persistent absentees (having less than 90% attendance)

## 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.

Teaching	
Intended outcome	Success criteria
All disadvantaged pupils receive the support they need to make good or better progress when compared to	Overall, disadvantaged pupils make as much progress (or more than) pupils who are not disadvantaged.

<sup>1</sup> A summary of Education Endowment Foundation recommendations can be found in the *Making Best Use of Teaching Assistants – Recommendations* document (although sections V and VI are particularly relevant) accessible at <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> (last accessed 7th October 2021).

children who are not classed as disadvantaged. This will include an up to date specific plan (called a Support Plan) where pupils also have SEND.	Support plans are in place for all pupils that need them and these are shared with, and understood by, Parents and Carers.
All children have access to the modelling and sharing of rich language in lessons.	The rich modelling of language is reflected in pupils oral and written work.

<b>Targeted Support</b>	
Intended outcome	Success criteria
Reasonable adjustments (for example, changes to how we teach children or the equipment we use) are made for all pupils that need them.	90% of identified pupils successfully access the curriculum, with reasonable adjustments in place where needed.
Gaps in learning are addressed effectively both at home and in school, leading to successful catch up.	All children who need some extra support get that support, for example extra work in a small group to help them catch up.  These small group sessions are called 'interventions' in school and leaders will have checked to make sure these are working well and leading to more progress. When they aren't working so well, leaders in school will have made changes to make sure they work more effectively, for example by changing the intervention or giving extra training to staff.
All disadvantaged pupils receive the support they need to make good or better progress when compared to children who are not classed as disadvantaged. This will include an up to date specific plan (called a Support Plan) where pupils also have SEND.	Overall, disadvantaged pupils make as much progress (or more than) pupils who are not disadvantaged. Support plans are in place for all pupils that need them and these are shared with, and understood by, Parents and Carers.
Quality first teaching informed by robust and accurate assessments.	Learning Support reports are produced as soon as possible for children that need them. The information in the reports is shared with parents and used to plan in class (and small group) activities and interventions.
School staff are more able to support children with emotional and or mental health needs.	Most pupils with identified emotional or mental health needs receive in school support that supports their wellbeing and readiness to learn.

<b>Wider Strategies</b>	
Intended outcome	Success criteria
Targeted funding increases pupils' ability to take part in out of hours learning and educational visits etc therefore supporting growth in social skills, confidence, and positive mental health.	All pupils are able to take part in events, activities and visits that they want to join in with.
Families value the need for regular attendance and make sure their children attend school every day.	All targeted pupils are not classed as persistent absentees (so they are in school more than 90% of the time).

	Most targeted pupils have attendance that is the same or better than the school's average attendance (so they are in school more than 96% of the time).
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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: £ 2750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed Schools Training	<a href="http://traumainformedschools.co.uk">Evidence Base (traumainformedschools.co.uk)</a>  NB This is a DfE approved programme. It is being accessed through a subsidised route and so only partial costs are being paid from the Pupil Premium Grant.	3
Tom Sherrington Walk Thru Project	Evidence Base (instructional coaching) This is an offer through Learn Sheffield	1,2

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

Budgeted cost: £58 961

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards cost of Teaching Assistant posts	<ol style="list-style-type: none"> <li><a href="http://educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></li> <li><a href="http://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></li> <li><a href="http://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></li> <li><a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></li> <li><a href="http://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></li> <li><a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></li> </ol>	1, 2, 3
Contribution towards SEND Coordinator release time	<a href="http://bathspa.ac.uk">National Senco Workforce Survey 2020 (bathspa.ac.uk)</a>	1, 2, 3
Learning Support Assessments	<ol style="list-style-type: none"> <li><a href="http://publishing.service.gov.uk">SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)</a> NB This is an essential part of the graduated response.</li> </ol>	1, 2

Additional equipment and resources to support targeted interventions	<ol style="list-style-type: none"> <li>1. <a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></li> <li>2. <a href="https://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></li> <li>3. <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></li> <li>4. <a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></li> <li>5. <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></li> </ol>	1, 2, 3
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7054

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards the cost of Educational Visits	<a href="https://nationalarchives.gov.uk">Ofsted: Learning outside the classroom - How far should you go? (nationalarchives.gov.uk)</a>	3, 4
Contribution towards the cost of out of school learning resources	<a href="https://nationalarchives.gov.uk">Ofsted: Learning outside the classroom - How far should you go? (nationalarchives.gov.uk)</a>	1, 2, 3
Headteacher, Safeguarding Liaison Officer and EWO time to tackle attendance issues (NB paid for from whole school budget)	<ol style="list-style-type: none"> <li>1. <a href="https://www.gov.uk">Absence and attainment at key stages 2 and 4: - GOV.UK (www.gov.uk)</a> <a href="https://www.gov.uk">Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)</a></li> </ol>	4

**Total budgeted cost: £68 765**

## 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.

Last academic year, the Pupil Premium grant meant that:

- We kept the amount of staff delivering support in class the same across the school. This meant that children got support when they needed it in class, and also during intervention groups. Some of these sessions were delivered using video meetings to pupils who were still at home during lockdown. Pupils who received this support made rapid progress towards catching up.
- We delivered additional CPD (training) for new staff on maths and speech and language interventions. This meant that across the school, groups of children received additional support. Our Year 2 pupils were given the phonics check in the Autumn term that they had missed due to the first national lockdown and overall 71%. The national average in 2019 was 82%. Of the 13 pupils who attended Stocksbridge Nursery Infant School in Year 2 last year who were also classed as disadvantaged, 8 passed the phonics check.
- We took part in the start of the Trauma Informed School, which led to enhanced pastoral interventions that helped groups of children get support for emotional and mental health issues.