

Pupil premium strategy statement

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	Trent Vale Infant and Nursery School
Number of pupils in school	149 + 26 F1
Proportion (%) of pupil premium eligible pupils	13.7% (24 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-24
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Janine Barratt Headteacher
Pupil premium lead	Sue Osborne
Governor / Trustee lead	Lisa Griffiths

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,085
Recovery premium funding allocation this academic year	£3,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£33,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Trent Vale Infant and Nursery school is that all children, irrespective of their background or the challenges they face should make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy Plan is to support disadvantaged pupils to be the best they can be in all areas. We will also consider the challenges faced by vulnerable pupils – those supported by social care, with SEN needs or with other family issues.

Our ethos is that our teaching and learning opportunities will meet the needs of all children. We make provision for vulnerable groups and our most vulnerable deserve our best. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

At Trent Vale, we provide a knowledge-rich curriculum and caring ethos, we ensure that learning is a rewarding, enjoyable experience where children are proud of their accomplishments. We strive for the very best, creating excellent teaching by incorporating the best ideas from around the world into highly effective teaching approaches. This will improve resilience and a thirst for learning that will help to develop high aspirations and a lifetime of memories. Nationally, it has been researched those children who access Pupil Premium funding have a reduced exposure to vocabulary. We are dedicated to working to prevent this by immersing our children in a language rich environment.

Our strategy will work alongside our School Improvement Plan and is integral to our plans for education recovery, notably in its targeted support through the school led tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs of our disadvantaged pupils and is research based.

Our objectives are to:

- Ensure all children receive Quality First Teaching every day through a clearly planned curriculum. Use both formative and summative assessments to ensure that all teachers know exactly which children need to make good progress.
- Ensure that disadvantaged children are discussed in detail at pupil progress meetings and are a focus in planning discussions to ensure that provision is of the highest quality.
- Ensure that all staff take responsibility for disadvantaged children's outcomes and have high expectations for achievement.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Invest in high quality support staff in classrooms to support children.
- Invest in high quality resources to support children and to develop and improve the school environment.
- Ensure that all pupils can read fluently so that they can access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

- Enable pupils to access a wide range of opportunities.
- Enable recovery from Covid with investment in tutoring, support and targeted interventions.

To achieve these objectives we will:

- Provide all staff with high quality CPD to ensure that teaching and support is of a high quality.
- Provide targeted interventions and support to quickly identify gaps in learning.
- Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to support pupils in emotional and social development

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations show that some disadvantaged children joining the school have poor speech and language skills. This impacts on all areas of the curriculum.
2	Assessments and observations show that some disadvantaged children continue to struggle with their phonic knowledge. This has a negative impact on reading attainment.
3	Attainment and progress in reading writing and maths continues to be affected by the Covid-19 lockdown and the school closures.
4	Our observations have noted that many disadvantaged children lack self-esteem and confidence to achieve and struggle to have high aspirations for their future. They have a limited experience of the world, either first-hand or through books and a lack of enrichment opportunities. This impacts on readiness to learn and their wellbeing.
5	Attendance of our disadvantaged pupils (94%) is lower than non-disadvantaged (between 96 and 97%) Persistent absence for our disadvantaged children is 13.3 %; severe absence is 0%
6	Some of our parents lack the confidence to support their child's learning at home.

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 speech and language skills and vocabulary development among disadvantaged pupils. The curriculum will encompass a focus on vocabulary to ensure language development.	Assessments and observations indicate significantly improved use of vocabulary- both written and oral language among disadvantaged pupils.

	<p>Monitoring shows Staff modelling good use of language and pre-teaching of vocabulary is embedded across lessons/ curriculum.</p> <p>Test results and formative assessments in Reading and writing show improved outcomes in 2024 due to improved vocabulary. Observations reveal improved teaching of oracy and increased pupil engagement in lessons.</p>
Improved writing attainment in all year groups	Internal and external assessments in 2024 showed improved outcomes for disadvantaged children with gaps between disadvantaged and non-disadvantaged closing
Improved reading and phonics attainment particularly in Year 1	An improvement in phonics and reading outcomes in 2024 for disadvantaged children
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	High levels of well-being are demonstrated in school through pupil voice, parent feedback, an increase in disadvantaged pupils attending enrichment activities.
<p>Parents and families feel more confident to support their child's learning at home.</p> <p>Parents accessing services that they need</p>	<p>Increased engagement from families in the life of the school. (Parents evening, parent workshops, completion of homework, reading at home with children)</p> <p>The school is able to signpost families to a wide of services according to need.</p>
<p>Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>Reduce persistent absence for targeted children and families.</p>	<p>Attendance rates of 96% for ALL children by 2024</p> <p>Persistent absence for key children is reduced</p>

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

Budgeted cost: £14,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality CPD for Pupil- Premium lead/ staff is key to Quality First teaching in classrooms. Having high quality discussion about pedagogy is key to staff development for all staff and enables staff to support each other to improve.</p> <p>CPD in Early Years around Literacy development including the purchase of key, high quality resources. Embed baseline and Early Years assessment systems</p> <p>Release time of staff to work together.</p>	<p>https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Supporting_oral_language_development_2021-08-18-154019_ehqs.pdf</p>	<p>1,2,3,4</p>
<p>Continuation of CPD for all staff in phonics, grammar and spelling will lead to stronger teaching across school. Link phonics scheme to consistent spelling and</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p>	<p>1,2,3,4,</p>

<p>grammar throughout school.</p> <p>Investment in INSET, mentoring, coaching, recruitment and additional leadership lead of staff (In EYFS & curriculum) to ensure stronger teaching and monitoring of early reading across school</p> <p>Release time of staff to work together and dedicated leadership time.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</p>	
<p>Continue to develop nurture and wellbeing. Investment in training for staff in mental health and nurture along with investment in resources and the environment to ensure that children have a space to go if needed.</p> <p>Continuation of ELSA training/ support for staff</p> <p>Development of behaviour policy in line with attachment and trauma training for staff.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,2,3,4,6
<p>Whole school training on behaviour.</p> <p>Review of policy</p> <p>New behaviour policy agreed with all stakeholders- improve consistency of behaviour management across school and in-school rewards.</p>	<p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5

<p>Purchase of further key high quality subscriptions; schemes; resources; and books (linked to Phonics scheme) as development of Early Literacy is key to future development in school along with engagement of the whole curriculum.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Supporting_oral_language_development_2021-08-18-154019_ehqs.pdf</p>	<p>1,2,3,4,5</p>

Targeted academic support

Budgeted cost: £13,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing a clear programme of interventions and targeted support for phonics and reading in Year 1. These are led by TAs and teachers who are known to the children and who know clearly where the gaps are.</p> <p>School led tutoring to support small group and 1 to 1 work for improved academic achievement.</p> <p>TA support in class and for intervention in all year groups to support children – led by clear assessment data and discussions at pupil progress (Proportion of TA salaries to allow this extra support to be in place)</p> <p>Extra TA time will support the wellbeing of children through meet and greet and</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1,2,3,4</p>

nurture. Strong links with parents and carers can also be established.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools	
Use of volunteers in all year groups to ensure that disadvantaged pupils practice reading regularly Extra adult support ensures that key children read and practice key skills more regularly. This is key for children who do not read at home.	https://www.literacyvolunteers.org.uk/ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	1,2,3,4,5,6
Parental involvement is key to success in school along with good quality resources. Run parent workshops to support phonics/reading/maths. Purchase key resources for parents to help at home.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://www.nfer.ac.uk/publications/oupp02/oupp02.pdf	1,2,3,4,5,6

Wider strategies

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Workshops, visits, residentials, uniform	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	4,5,6
Collaborative enrichment workshops/activities	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	4,5,6
Improve social, emotional and learning behaviour along with resilience through in class targeted and 1:1 support. -ELSA	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4,5,6

-Think Children -TLG - TA intervention		
Out of school sports participation - Football -Multi skills	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk) Extending school time EEF (educationendowmentfoundation.org.uk)	4,5,6
Enrichment through the arts - Drumming	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4,5,6
Programme to encourage parental support in engaging with child eg; reading, homework, involvement with learning activities, Family Seal, providing flexible communications.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	6
Targeting of key families through rigours tracking & early help intervention where necessary improved attendance for key families.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents DfE External Word template - 2012 April (publishing.service.gov.uk)	6

Total budgeted cost: £33,000

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.

2021.22 Teaching:

Purchase of scheme – Little Wandle by Trent Vale Infant and Nursery school resulted in targeted CPD for all staff at TV in phonics, spelling and early reading. Monitoring by senior leaders led to stronger teaching across school of phonics teaching in lessons and intervention for those children who needed this to support the development of their reading.

6 disadvantaged children were targeted for phonics and reading intervention; 100% of them made accelerated progress moving from either working below to towards or from supporting to now working below.

“Keep- up” rather than “catch-up” and the rigorous assessment to ensure that children are targeted with early intervention will be a priority for 2022/23 due to Early Years Foundation Stage Profile 2021/22 data outcomes.

The need to develop nurture and wellbeing resulted in investment in training for a staff member in mental health and ELSA nurture. This is the start of the journey and needs further development and investment into 22/23. More children are now needing to access bespoke 1:1 provision for emotional support, attachment, school reluctance etc. ELSA training will continue alongside with the continuation of the counselling services of Think Children and TLG.

Targeted academic support

Tutoring impact:

Interventions were led by in school assessments. These were reviewed regularly and impact closely monitored on key children.

School led tutoring Autumn 2021 – The children worked in small groups with a designated tutor. Work focused on specific target areas linked to maths and/or English/phonics. The reports from the tutor gave information about pupil attendance at the sessions as well as engagement and progress. The reports were very positive and indicated a high level of engagement. The tutor worked closely with class teachers and TAs to ensure that work was most appropriate to the need and also enable teachers to pass on key pieces of relevant information to the tutor. Monitoring showed all children developed improved self-esteem and confidence. There was a noticed improvement in spelling with most children. A variety of strategies were used to help work out how to spell words such as mnemonics, clapping syllables, and chunking. The biggest impact was seen on the children’s knowledge and understanding of what adjectives and conjunctions were. Pupil voice showed the children were proud of their work, enjoyed the sessions, were eager to engage and achieved the objectives set. Children began to independently verbalise their understanding confidently using and explain the word classes in appropriate context.

School led tutoring Spring 2022

Monitoring showed that the children's confidence with writing had continued to improve through the use of a dictation and sentence development group. Spelling was identified as a barrier to the learning, and this was therefore targeted. Book monitoring showed that the handwriting intervention was having a positive impact on presentation within books. Children were starting to use long vowels in their writing more independently although it was identified as a priority for future intervention. 6 children made accelerated progress with their reading and had moved book band levels.

School led tutoring Summer 2022

With increased funding, 35 children across Yrs1 and 2 were targeted for tutoring sessions with a change in teacher delivery. Children were targeted for writing, phonics and maths. The writing focused on the basics of punctuation, sentence order and where appropriate conjunctions and adjectives. Monitoring showed an engagement by children and the ability to apply the skills they had been taught. There was an emphasis on dictation, phonics and spelling key words. This had a positive impact, along with class teaching on the phonics retake for year 2. Some children required very basic sentences using CVC words due to SALT needs, however the intervention built up their confidence and observations showed improved focus during the sessions. Basic calculations, with a view to the SATs, were also revised.

In year 2, all 6 children targeted for reading made accelerated progress. For maths and writing, assessments showed that for children who did not make progress in terms of attainment they did more become more secure in the level that they were working within ensuring they were more secure rather than being "borderline". This helped prepare the children for transition to junior school and readiness to learn. This cohort of children have been the most significantly impacted by Covid-19. They missed from March to July (1 ½ terms in reception) and a term in Year 1. Progress made was significant due to their low starting points.

Progress and attainment of disadvantaged pupils

F1- 100% (1/1) achieved a good level of development

F2-29% (2/7) achieved the expected level across the ELGs. The children who did not achieve the expected level will receive targeted interventions in class and small groups in 2022/23

Y1 – 100% (4/4) achieved the Y1 phonics screening check; 86% (6/7) achieved the expected standard in reading and writing and 7/7 (100%) achieved the expected standard in maths. Disadvantaged Pupils were performing above the 2022 KS1 national averages.

Y2- Disadvantaged Pupils were performing below the KS1 national averages in all areas and remained the lowest group. 53% (8/15) achieved the expected standard for reading and maths ; 47% (7/15) achieved the expected standard for writing. The children who did not achieve the expected level will receive targeted interventions in class and small groups at Beeston Rylands Junior School (Part of The Trent-Rylands Federation) 2022/23

Attendance for the disadvantaged children is lower than the whole school cohort with absence at 6%. Persistent absence for this group was 13.3%. (2 child) Continuing to improve attendance for DPs will be a priority in the 2022/23 Pupil Premium Strategy.

Wider strategies

The emotional health and wellbeing of pupils eligible for PP was supported. Funding of trips, residential visits, after school clubs, music lessons and equipment as needed was purchased to ensure that our disadvantaged children were able to access a wide and diverse range of opportunities including:

- ELSA
- Drumming
- YMCA after school sports clubs
- Dance Club
- School uniform
- African Drumming
- Forest Schools
- Online Safety workshops (Yr1 and 2)
- Healthy Living week
- Pantomime

Monitoring by class teachers showed increased engagement in lessons following trips linked to the curriculum, wider vocabulary used in writing tasks. Positive feedback from parents and pupils via pupil and parent voice mean these activities will continue into 2022/23.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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