

# 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	Trent Vale Infant and Nursery School
Number of pupils in school	146 + 19 nursery = 165 (Spring 2022 =24 nursery)
Proportion (%) of pupil premium eligible pupils	16% (24 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Summer 2021- Summer 2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Catherine Turner & Janine Barrett Co-Headteachers
Pupil premium lead	Sue Osborne
Governor / Trustee lead	Gareth Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,660
Recovery premium funding allocation this academic year	£3,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School led tutoring funding allocation this academic year	£2,430
<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	£50,0005

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities outlined in this statement is also intended to support all needs, regardless of whether they are disadvantaged or not.

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 disadvantage 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention provision and The Educational Endowment Foundation for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### **Our ultimate objectives for our disadvantaged pupils are:**

- To reduce the impact of lost learning due to school closures and self-isolation from March 2020
- To accelerate progress and improve the attainment of disadvantaged pupils
- To remove non-academic barriers to accessing any in or out of school activity

## Challenges

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

Challenge number	Detail of challenge
1	Speech and language skills are very low on entry to Nursery. This slows the progress in many areas of learning into KS1 and beyond for disadvantaged pupils.

2	The impact of lost learning during school closures and self-isolation is particularly prevalent on reading and maths amongst our disadvantaged pupils compared with their peers.
3	<p>Internal and external assessments indicate that the historic attainment amongst disadvantaged pupils is significantly below that of non-disadvantaged pupils</p> <p>On leaving KS1, in the last 4 years, 19/44 ( 43%) of our disadvantaged pupils left below age-related expectations.</p>
4	Social, emotional and behavioural problems affecting wellbeing and progress, especially related to COVID 19 have particularly impacted disadvantaged pupils to a greater extent than other pupils.
5	Disadvantaged pupils have a limited experience of the world, either first-hand or through books and a lack of enrichment opportunities. This has a significant impact on the vocabulary, comprehension skills and ability to be creative writers for this group of pupils resulting in less achieving age-related expectations when compared with non-disadvantaged pupils.
6	Some disadvantaged pupils need to develop their organisational skills, resilience and determination. In addition, many children rely on adult support in class and are reluctant to 'have a go' due to fear of failure.
7	<p>Disadvantaged pupils' attendance is lower than all pupils and is slightly lower than the national average. This reduces their school hours and can cause them to fall behind their peers.</p> <p>Our most up-to-date complete attendance data (end of 2018/19 academic year Pre-Covid-19) indicates that overall absence among disadvantaged pupils was 5.0 % compared to 3.3% of all absences (National Average was 5.4% for DPs &amp; 3.9% for all pupils)</p> <p>Overall persistent absence among disadvantaged pupils was 5.0% compared to 4.6% of all persistent absences during the same period. (National average was 15.7% for DPs &amp; 8.4% for all pupils) Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
8	<p>The December 2020 phonics screening check and the non-statutory 2021 phonics screening check, (which school chose to voluntarily undertake), show pupils knowledge and use of phonics to be negatively impacted by the 2 periods of school closures during these crucial phonics teaching years for these pupils.</p> <ul style="list-style-type: none"> <li>• December 2020 phonics screening check = 77% of all children achieved the standard; 55% of DPs achieved the standard</li> <li>• 2021 Non- statutory phonics screening check=56% achieved the expected standard; 55% of DP children passed the non-statutory phonics screening test</li> </ul>

## 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 language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved use of vocabulary- both written and oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and maths attainment among disadvantaged pupils.	End of KS1 reading outcomes in 2021/22 show that 55% (6/11 chd) of disadvantaged pupils meet the expected standard. End of KS1 maths outcomes in 2021/22 show that 55% (6/11 chd) of disadvantaged pupils meet the expected standard. End of KS1 combined outcomes in 2021/22 show that 55% (6/11 chd) of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2021/22 demonstrated by: <ul style="list-style-type: none"> <li>• student voice, student and parent surveys</li> <li>teacher observations and Wellbeing and involvement assessments</li> <li>• a significant proportion of disadvantaged children participate in enrichment and afterschool activities,</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2021/22 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced by 1%</li> <li>• the percentage of all pupils, including disadvantage pupils who are persistently absent being below 5%</li> </ul>

## 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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD with Rylands Junior School. Review of phonics/purchase of DFE accredited resources/scheme and reading books. This along with targeted CPD for all staff in phonics, grammar and spelling will lead to stronger teaching across school.	<p>Assessments in school show that disadvantaged children achieve less well in phonics than their peers</p> <p>EEF toolkit Phonics= +5 months impact  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>EEF Early Years toolkit Communication and language approaches = +6 months impact ;  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p>Early Literacy approaches = +4months impact.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a></p>	1-3

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

Budgeted cost: £ 39,416

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing a clear programme of interventions and targeted support for reading, writing and maths. These are led by TAs and teachers who are known to the children and who know clearly where the gaps are,	<p>Interventions include:-</p> <ul style="list-style-type: none"> <li>● 1:1 reading</li> <li>● Pre and post maths learning</li> <li>● Handwriting</li> <li>● Spelling gps/bespoke spellings</li> <li>● Reading gps</li> <li>● Comprehension/ vocabulary/reciprocal reading</li> </ul>	1-5

	<p>Interventions will be clearly led by in school assessments. These will be review regularly and impact closely monitored on key children.</p> <p>EEF toolkit including reading comprehension strategies = +6 months impact;  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>one to one tuition = +5 months impact;  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>small group tuition = +4 months impact;  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>within class attainment grouping =+2 months impact  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping</a></p> <p>DFE mathematics guidance Ks1/2  DFE Ready to progress guidance  EEF guidance report -Improving maths in Early Years &amp; KS1</p>	
1:1 tuition	<p>Bespoke individual support in maths and English. This will be focused on disadvantaged pupils and those who have fallen behind during lockdown.</p> <p>EEF toolkit – One to one tuition = +5 months impact</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1-5
School led tutoring - extra teacher hours to support small group and 1 to 1 work.	<p>Individualised instruction and small group work.</p> <p>EEF toolkit – Small group tuition = +4 months impact  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1-5

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

Budgeted cost: £5,589

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Workshops, visits, residential, uniform	EEF toolkit – collaborative learning +5 months impact; <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a> outdoor adventure learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	5,7
Improve social, emotional and learning behaviour along with resilience through in class targeted and 1:1 support -Think Children -TLG - TA intervention	Since the return to school in September we have identified that more children and families need support around behaviour, sleep, anxiety, etc. A key well trained person would support our children. EEF toolkit – social and emotional learning = +4 months impact <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4,6
Out of school sports participation	EEF toolkit – Sports participation = +2 months impact Physical activity = +1 months impact <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	4,5
Enrichment through the arts -Drumming	EEF toolkit – arts participation +2 months impact <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	4,5
Programme to encourage parental support in engaging with child eg; providing flexible communications.	EEF toolkit – Parental Engagement +4months impact <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	4-7
Targeting of key families through rigours tracking & early help intervention where necessary improved attendance for key families.	Attendance over the past 3 years has shown that disadvantaged attendance is lower than non disadvantaged. This is a few key families who are supported. In school data analysis shows that children with poor attendance achieve less well than those with good attendance  EEF toolkit – Parental Engagement +4 months impact <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  Improving school attendance document gov.uk	7

**Total budgeted cost: £ 50,005**

## 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.

Due to the Covid-19 Coronavirus pandemic school was closed from March 20<sup>th</sup> 2020 to all but the children of key workers and vulnerable pupils. From 1st June 2020 there was a phased re-opening of school to 3- and 4-year olds starting school in September, F2 and Y6. From 1st September 2020 school reopened full time to all pupils with a range of measures in place to help prevent the spread of the virus. At this time the wait for test results and positive cases meant individual children and one bubble were having to self-isolate for up to 2 weeks. Despite the provision of immediate home learning, the education of those pupils was further disrupted.

School closed again from 5<sup>th</sup> January – 8<sup>th</sup> March 2021 to all but the children of key workers and vulnerable. This time we had 50% of children in school and 50% learning at home. Children at home had the opportunity for some live teaching every day but class teachers and teaching assistants were simultaneously trying to teach children in school and at home. Again, the education of all pupils was disrupted.

During Lockdown 2 all children who were at home and needed access to a device to undertake home learning were loaned a device from school

The English and maths 1:1 tuition for improved confidence and resilience resulted in improved attainment and progress to achieve working towards the standard in maths but not in reading and writing. During this period there was a significant emotional event which impacted negatively on further progress.

The priorities to improve social, emotional and learning behaviour along with resilience through in class targeted and 1:1 support ensured all children had a successful transition to their new class or new school.

Generally, children were happy to be back in school after the second lockdown but there has been a greater impact socially than was noticed after their return in September after the first lockdown.

#### **Internal data analysis - July 2021**

**Overall school closures had the greatest impact on DPs.**

- EYFS – DPs made accelerated progress and there was no gap in the attainment between DPs and all.

#### **KS1**

- Yr 1 - DPs made similar progress to all in reading, writing and maths with 89-100% making good progress in these areas.
- Yr 2 – DPS made less progress (72-82%) than all pupils ( 91%) in reading, writing and maths. School felt this was the increased impact of school closure on DPS at a crucial stage of their educational journey.
- In Yr 1 and Yr 2 DPs were our lowest attaining group in reading, writing and maths
- Maths, and to a slightly lesser amount, reading were the areas that had been most negatively affected by the children not being in school.



- Y1 was originally the cohort most affected by the school closure but they began to 'catch –up'. However, their starting point was lower due to not having completed their F2 year/end of F2 statutory assessment.
- Many of the children who were working below age related expectations are further behind. They have not been included in this analysis due to already being below age related expectations.

### **2020 and 2021 Phonics Screening Check**

- 2020 phonics screening check did not take place until December 2020 when the children were in Y2 due to lockdown 1 (March – July 2020)
- The result of the 2020 phonics screening check were below 2019 national averages and there was no improvement in the non-statutory June re-check. These children were impacted by 2 periods of school closures during lockdowns in both Y1 and Y2.
- 77% of all children achieved the standard; 55% of DPs achieved the standard.
- 2021 phonics screening check did not take place due to lockdown 2 (Jan – March 2021) School chose to undertake the check without the usual pre-test preparation.
- The results of the non-statutory June phonics screening check for Y1s was well below the 2019 national averages with 56% achieving the expected standard. These children were impacted by 2 periods of school closures during lockdowns in both F2 and Y1 when the majority of phonics teaching is usually undertaken

### **EYFS:**

*This cohort missed a significant chunk of their nursery education due to the first lockdown. They also missed a second period of their early formal education during the second lockdown.*

- 20 F1 children joined F2 in Sept 2020; 25 joined from other settings.
- 17 % of the cohort were DPs
- Overall 72% of children in F2 achieved a GLD. This was equal to the 2019 national average.
- 75% of DP children achieved the GLD. In this cohort there were no gap between DPs and non DPs. In reading and writing 88% of DP children achieved the goal with 75% in number. However, these children will need to be carefully tracked as during this year children could achieve an ELG if they were working within the statements rather than having to be secure with the statements.

### **Year 1:**

*This cohort were not assessed at the end of F2 due to the first lockdown closure of schools. Their F2 data is from Feb 2020.*

*This cohort were again impacted during the second lockdown closure of schools. They missed a second period of their early formal education.*

- Attainment at expected and greater depth for DPs was lower than 2019 national expectations

### **Year 2:**

*This cohort were not statutorily assessed at the end of KS1 due to the second lockdown closure of schools.*

*This cohort were impacted by both lockdown closure of schools. They missed 2 periods of their KS1 education.*

- Overall the percentage of children at expected and greater depth in all subjects was slightly lower than their end of F2 attainment demonstrating the impact of 2 school closures.
- Attainment at expected in maths remained broadly in line with the 2019 national averages but expected in reading and writing was lower.

- Attainment at expected for DPs was lower than 2019 national expectations. They remained the lowest attaining group.
- Attainment at greater depth in reading was above or in line with 2019 national averages for all groups but writing and maths were lower
- 82% of DPs made good progress in writing and 72% made good progress in reading and maths. Overall school closures had the greatest impact on DPs.

## 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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