

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	141 + 26 F1
Proportion (%) of pupil premium eligible pupils	14% (20 pupils in main school)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-24, 2024-25
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Janine Barratt Headteacher
Pupil premium lead	Sue Osborne
Governor / Trustee lead	Kate Foyle / Charlotte Watts

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,280 £10,120 post LAC
Recovery premium funding allocation this academic year	£2,900
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	£36,300

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention, at Trent Vale Infant and Nursery School, 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 our disadvantaged pupils to be the best they can be in all areas including those who are already high attainers. We will also consider the challenges faced by vulnerable pupils – those supported by social care, with SEN needs or with other family issues. The plan outlined here is intended to support their needs, regardless of whether they are disadvantaged or not. Every decision made, with regards to Pupil Premium funding and approaches is backed up by sound education research, predominantly taken from the Education Endowment Foundation Toolkit (EEF).

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 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
- raise attainment and aspirations for all children through the strategic use of pupil premium funding in areas such as: whole school CPD, high quality schemes of work and educational experiences and visits.
- Provide opportunities for all pupils to participate in enrichment including sport and music.

## 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 have highlighted that there is an increase in poor speech and language development in many disadvantaged pupils in Early Years into KS1. This continues into KS2 in our Federated Junior School where disadvantaged pupils generally have a poorer vocabulary- this affects results in reading and writing.
2	Observations show that pupil premium children struggle to engage with learning and need increased support to develop resilience and stamina for learning.
3	There are significant gaps in mathematical knowledge across school including times tables, reasoning and basic mathematical skills. Pupil premium data was below non-pupil premium data at the end of KS1.

4	Assessments and observations show that disadvantaged children generally achieve less well than their peers in phonic tests. This has a negative impact on reading attainment.
5	Attainment in writing has the legacy of lockdown. Assessments and observations suggest that our disadvantaged pupils' limited knowledge and experience of the world compared to their peers negatively impacts their ability to write creatively, imaginatively and at length.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
7	Social and emotional barriers can also affect pupil attendance. Attendance of our disadvantaged pupils (91%) is lower than non-disadvantaged. (95-96%) Persistent absence and severe absence for a small minority of disadvantaged pupils is a concern

## 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 particularly in Early Years.	Assessments indicate improved speech and language particularly in disadvantaged pupils. Reading and writing results are improved in KS1 due to improved vocabulary. This is shown by test results, observations, work scrutiny and ongoing formative assessments.
Develop the resilience and aspirations for learning of all Pupil Premium children.	Pupil premium pupils will show good engagement with learning both in school and at home. This will be shown through work scrutiny, pupil voice and lesson observations and drop ins.
Improved attainment in maths	KS1 results show that the gap between disadvantaged and non-disadvantaged is closing.
Improved reading and phonics attainment particularly in KS1	Phonics and reading results show improvement for disadvantaged pupils.
Improved writing attainment in all year groups	Writing results are at least at national for all groups of children but particularly for disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Parents and families feel supported in school with a wide range of support services available.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher and TA observations</li> <li>• a significant reduction in social and emotional concerns from children and parents</li> <li>• an increase in access to social emotional support systems such as ELSA, particularly for disadvantaged children.</li> </ul>

	<ul style="list-style-type: none"> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils to improve wellbeing</li> </ul> <p>The school is providing a wide range of services or is able to signpost families effectively according to need.</p>
Achieve and sustain improved attendance for our disadvantaged pupils. Work closely with key children with persistent absence.	Attendance rates of 96-98% for ALL children is achieved. Persistent absence for key children is reduced.
Ensure that our Pupil Premium children develop strong cultural capital and experience the whole curriculum, extra-curricular opportunities and leadership in school.	Children will attend all visits and residentials – cost will not be a barrier. Children will benefit from music lessons in school and will attend a wide range of extra-curricular clubs. PP children will be represented in leadership positions in school.

## 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: £14,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First teaching is a priority	The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more difference than any other factor in school and narrows the attainment gap' EEF <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>	1,2,3,4,5
Continued review of Little Wandle phonics scheme and reading books. This along with targeted CPD for staff in phonics, grammar and spelling will lead to stronger teaching across school.	Assessments in school show that disadvantaged children achieve less well in phonics than their peers. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,4

Purchase resources as necessary to ensure reading books are matched to scheme and that children have a wide choice of literature.		
CPD in Early Years around Literacy development including the purchase of key, high quality resources. Training and development around continuous provision and developing a language rich environment in Early Years and Yr1	Assessments in Early Years and Lower KS1 have shown that children need support in key literacy skills <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>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	<b>1,4,5</b>
Continue to develop nurture and wellbeing with development of curriculum and resources along with staff training. 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. (ELSA)  + cost of cover for staff.	A blend of key targeted support for children as well as the development of universal support will improve attitudes, behaviour and achievement.  <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>	<b>2,6,7,8</b>
Continued development of White Rose Maths scheme to ensure that this is being adapted for our children. CPD for staff around development of key skills, plus audit of resources Purchase of scheme: White Rose	The core of White Rose Maths is the maths mastery approach, which focuses on depth rather than acceleration, ensuring that key concepts are fully grasped before moving on. Mastery learning keeps the learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. On average mastery learning approaches are effective leading to an additional five months progress – EEF. Daily key facts and revision will increase progress in arithmetic.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	<b>3</b>
Pupil Premium Lead to attend 6 Family network Events throughout the year	Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap; therefore, quality CPD is very important in raising attainment and social and emotional status, particularly for disadvantaged children.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	<b>All</b>

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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## Targeted academic support

Budgeted cost: £12,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of phonics recovery programme developing a clear programme of interventions and targeted support for phonics recovery programme and reading in KS1. These are led by TAs and teachers who are known to the children and who know clearly where the gaps are.	<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 up to 12 weeks:</p> <p><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><a href="https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading">https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</a></p> <p>Reading comprehension interventions. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><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>Interventions will be clearly led by in school assessments. These will be review regularly and impact closely monitored on key children.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a></p>	1,2,3
Engaging with School Led Tutoring Programme to provide bespoke individual and small group support in maths	School led tutoring will focus on 1 to 1 and small group interventions for key maths and English skills.	2,3,4,5

and English. This will be focused on disadvantaged pupils and those who have fallen behind during lockdown.	<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>	
Extra TA support in class and for intervention in all year groups to support children – led by clear assessment data and discussions at pupil progress meetings. (Proportion of TA salaries – extra support in place )	Individualised instruction and small group work. Extra TA time will support the wellbeing of children through meet and greet, nurture as well as academic achievement. Strong links with parents and carers can also be established. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	All
Delivery of one- to-one ELSA support	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers). Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. <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>	All
Run parent workshops to support phonics/reading/maths. Purchase key resources- subscriptions - for parents to help at home.	Parental involvement is key to success in school along with good quality resources. <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>	All

## Wider strategies

Budgeted cost: £9,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to monitor attendance of key Children and implement initiatives to reduce poor attendance through a variety of methods such as: rewards, letters/calls home to engage with parents and parent school attendance meetings in school.  Purchase of Studybugs to support this.	<a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>  This document gives guidance to schools and local authorities to support them to improve school attendance.  Attendance over the past 3 years has shown that disadvantaged attendance is lower than	6,7,8

<p>Implementation of the Nottinghamshire improving school attendance kit to support hard to reach families.</p>	<p>non disadvantaged. This is generally due to a few key families with whom we continue to work.</p> <p>Assessments in school show that children with poor attendance achieve less well than those with good attendance.</p> <p>Evidence suggests that small improvements in attendance can lead to meaningful impacts for outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</a></p>	
<p>Funding of trips, residential trips, after school clubs, music lessons and equipment as needed to ensure that disadvantaged children are able to access a wide and diverse range of opportunities and to ensure all children have equal access to quality experiences</p>	<p>It is essential that all children have equal access to educational and aspirational experiences offered by the school to broaden and deepen their knowledge and understanding of the world. Skills such as independence, resilience, team work and social/language skills are developed on Residential trips. Many of our more disadvantaged children do not access many activities out of school.</p> <p>Pupil premium funding ensures that disadvantaged children do not miss out on these memorable and high-quality experiences. The funding also ensures that non-pupil premium children with challenging financial backgrounds also do not miss out.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	<p><b>All</b></p>

**Total budgeted cost: £36,300**



## 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 2022 to 2023 academic year.

Our assessments for 2022-23 are as follows:

EYFS: GLD (2) FSM=50% Non FSM (48)= 70.8% (National average =67.3%/ LA=67.5%)

Year 1 phonics: (7) FSM= 28.6% Non FSM (42) = 90.5% (National average =79%/ LA=80.4%)

Year 2	National average	All children	FSM - 7 children	Non FSM - 42 children	Gap
	ARE+	ARE+	ARE+	ARE+	ARE+
Reading	68%	75.5%	57.1%	78.6%	21.5%
Writing	60%	71.4%	57.1%	73.8%	16.7%
Maths	70%	73.5%	42.9%	78.6%	35.7%

Intended outcome	Evaluation
Improved speech and language skills and vocabulary development among disadvantaged pupils. The curriculum will encompass a focus on vocabulary to ensure language development.	<p>82% (80% nationally) of Reception children achieved expected in Speaking; 84% in comprehension (81% nationally) and 82% in word reading ( 76% nationally) showing good vocabulary development</p> <p>For FSM children: 50% achieved comprehension and word reading ( 69%/61% nationally) This data accounted for 2 children</p> <p>% of FSM child achieving GLD= 50% (51.7% nationally)</p> <p>None FSM = 70.8% ( 71.5% nationally) This represents a FSM gap of 20.8%</p> <p>In KS1 reading results were higher than national and LA results for all children but lower for our disadvantaged ones.</p>
Improved writing attainment in all year groups	<p>Writing results were poorer across school.</p> <p>In 2022 KS1 writing- 60%; fsm (11chd) 45.5% non -fsm (39 chd) 64.1% The school ranked 135 in the LA ( gap 18.6%)</p> <p>In 2023 KS1 writing- 71.4%; fsm (7chd) 57.1% non -fsm (42 chd) 73.8% The school ranked 60 in the LA ( gap</p>

	16.7%) which show improvement.1 more child achieving this would have ensured our disadvantaged children were higher than both national and LA average.
Improved reading and phonics attainment particularly in Year 1	<p>In KS1 reading results were higher than national and LA results for all children but lower for our disadvantaged children</p> <p>Year 1 phonics: 2023 Phonics- 84.1%; fsm (7chd) 61.9% non -fsm ( 42 chd) 84.2% The school ranked 141 in the LA</p> <p>Reading: 2023 KS1 reading- 75.5%; fsm (7chd) 57.1% non -fsm ( 42 chd) 78.6% The school ranked 85 in the LA ( gap 21.5%) This is a similar picture to 2022 results which had a gap of 19.9%</p> <p>Phonics and reading interventions across school: phonics boosters, Literacy Volunteers, school led tutoring and small group and 1 to 1 support in class Teachers engage with parents regularly to support reading at home.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>A Family room was organised to create a safe comfortable space for children to be supported through: ELSA ( 1 TA trained), nurture support, TLG and Think Children Counselling (Aut/Spr) “meet and greet”, voluntary Literacy support, SALT.</p> <p>Key FSM children supported throughout the year including Rylands does lunch, uniforms and referrals to services.</p>
<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 signposted families to a wide range of services according to need: Early Help; Healthy families Team The Early Help Unit( In Early Years); Citizens Advice.</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 Persistent absence for key children is reduced</p>

## 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
ELSA	Nottinghamshire Educational Psychology Service
Charanga music	<a href="https://charanga.com/site/musical-school/">https://charanga.com/site/musical-school/</a>
Purple mash	<a href="https://www.purplemash.com/">https://www.purplemash.com/</a>
Jigsaw	<a href="https://jigsawpshe.online/">https://jigsawpshe.online/</a>

## 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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