# Pupil premium strategy statement -Trent Vale Infant and Nursery School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 140 + 24 F1 ( 164) |
| Proportion (%) of pupil premium eligible pupils | 25 + 5 F1 (18%) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 2024-25  2025-26 |
| Date this statement was published | Dec 24 |
| Date on which it will be reviewed | Dec 25 |
| Statement authorised by | J.Barratt |
| Pupil premium lead | Sue Osborne |
| Governor / Trustee lead | Kate Foale/ Charlotte Watts |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £29,600 FSM6  £2,570 Post LAC |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year** | £32,170 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 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. 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).  Our ultimate objectives are to:  • Ensure that all children receive Quality First Teaching every day with a clearly planned curriculum. Use assessments, both formative and summative to ensure that all teachers know exactly what children need to make good progress.  • Ensure that disadvantaged children are discussed in detail at pupil progress and moderation 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.  • 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.  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, residentials and first-hand learning experiences.  • Provide opportunities for all pupils to participate in enrichment activities including sport and music.  • Review staffing structure to provide appropriate nurture support to support pupils in the emotional and social development. |

## Challenges

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

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| 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 on entry in Early Years into KS1 - research shows this has an impact on their attainment across the curriculum. |
| 2 | Observations show that children continue to struggle to engage with learning (legacy of post Covid) and are needing increased support to develop resilience and stamina for learning. Furthermore, there has been a significant impact on their mental health with key FSM children needing to access some form of support last academic year: ELSA and nurture support |
| 3 | Significant gaps in the mathematical knowledge of our PP children, including times tables, number facts, reasoning and basic mathematical skills is causing them to fall further behind their peers. |
| 4 | Assessments and observations show that disadvantaged children generally achieve less well than their peers in phonics tests. This, along with poorer vocabulary knowledge and poorer fluency has a negative impact on reading attainment. |
| 5 | Attainment in writing is lower amongst our disadvantaged children. Assessments, observations and discussions with pupils 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 | Family/home relationship issues as well as financial issues resulting in pupils not always being prepared and ready for school. |
| 7 | We recognise that some disadvantaged pupils do not have high aspirations for their future careers. We want to ensure 100% of our pupils are ready for the next stage in their academic journey and are prepared for the world of work. This includes equal access to IT and academic material e.g. books and computers. |
| 8 | Although behaviour amongst our PP children is generally good, there is a minority of children who exhibit more challenging behaviour |
| 9 | The proportion of PP children who are SEN is significantly greater than for non-PP.  Over 50% of PP children have had involvement from Social Care |
| 10 | Attendance of our disadvantaged pupils (%) is lower than non-disadvantaged (%) |

## 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.

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| Intended outcome | Success criteria |
| Improve speech and language skills, with all PP children in line with expectations (appropriate to their starting point and needs) throughout their time in school. Improved vocabulary development. | 95% of PP children achieve Speaking and Comprehension expectations in EYFS.  Ongoing formative assessment show PP children are making rapid progress in their S and L, and are in line with their peers.  Work scrutiny shows improved use and understanding of a wider vocabulary, leading to improved reading and writing results over time, particularly at GD at the end of Yr 2 |
| Ensure all teaching in school is at least good, leading to PP children making good progress across the curriculum.  Develop the resilience and stamina of PP children so that they all show good attitudes to learning. | Monitoring shows teaching is good across school.  Where teaching is less than good, intervention is documented and leads to timely improvement.  Pupil Premium students will show high levels of engagement with learning in the classroom. They will complete work to a high standard and engage with home learning. Discussions with PP children will demonstrate more positive attitudes. |
| All pupils demonstrate emotional health and wellbeing, including a positive mindset. Parents and families feel supported in school, with a wide range of services available. | Pupil voice and parental discussions will demonstrate that disadvantaged pupils feel supported with their wellbeing and mental health.  School questionnaires and monitoring shows that emotional health and wellbeing is improving across school, particularly among PP children.  An increased number of PP children engage in enrichment activities with greater engagement in the wider life of school from their families.  The school provides a wide range of services or is able to signpost families effectively according to need. |
| The attainment of pupils in reading, writing and maths is above the national average with greater numbers of PP children achieving ARE and GD. | End of Key Stage Results are above previously published national averages in reading, writing, maths.  Pupil premium children make at least expected progress when tracked from their entry points, with some making better than expected progress. This will lead to the PP gap getting smaller over time.  More PP children achieve GD. |
| Over 80% of pupils to pass the phonics screen by the end of Year 1, including PP children. | All staff have received quality phonics training and Little Wandle is being used effectively and consistently.  Well matched texts allow children to apply their phonics skills.  Children who have fallen behind are quickly targeted and improve.  Children are shown to make good progress against their starting points, with PP children making accelerated progress. |
| Ensure that PP children who are identified as being below in writing make good progress against their starting points. | Assessments are used effectively to identify gaps in knowledge and targeted intervention put in place.  Appropriate assessments are used for individuals and shows good progress against starting points. |
| 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. Raise the aspirations of our PP children. | Children will attend all visits and residentials – cost will not be a barrier. Children will attend a wide range of extra-curricular clubs.  PP children will be represented in leadership positions in school ie school council  PP children will be supported to pursue areas of talent or interest.  School visitors and other activities will widen our PP children’s knowledge of potential career paths. |
| Behaviour incidents of PP children are reduced. | PP children who have behavioural difficulties are shown to be well supported and incidents decrease over time. |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Quality First Teaching is a Priority. SLT time is given to monitor teaching and ensure high quality approaches across school. | 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  https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching  “For poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.”  Cracking the code: how schools can improve social mobility, Social Mobility & Child Poverty Commission, October2014 | 1, 3, 4, 5 |
| Ongoing Professional Development for Staff, including: in school CPD use of peer support; external expert led courses. Focus on improving the use of research-based practice to improve the quality of teaching. (ie EEF writing with WW) | “Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for pupils, particularly the most disadvantages among them.’ EEF Guide to Pupil Premium.  “Spend it [the pupil premium] on CPD...that is where you’ll see the biggest impact because those are the people that are spending the most of the time with the students and they need to know how to be able to teach them.”  Improving the impact of teachers on pupil achievement in the UK – interim findings Sutton Trust, 2011 | 1, 3, 4, 5, 8 |
| Regular bespoke training for support staff to provide skills and knowledge to target children and deliver interventions.  Bespoke CPD for some interventions (dyslexia, EAL etc). | Teaching assistants can provide a large positive impact on learner outcomes -how they are deployed is key.  Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 1, 2, 3, 4, 5, |
| Provide high quality text in order to support the curriculum and develop a love of reading.  Developing the library, Staff CPD and other activities designed to raise the profile of reading. | The Reading Framework, 2023 and The OFSTED Research Review Series – English 2023, both detail the importance of children building up their reading miles as this improves their fluency and greater experience leads to better comprehension. | 4 |

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

Budgeted cost: £ *15,170*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Set up phonics ‘keep up’ sessions in the Early Years and Key Stage 1. | The Reading Framework stresses the importance of supporting children to keep up with phonics rather than allowing them to fall behind.  Additional phonics support can lead to +5 months progress to support disadvantaged children to develop early reading skills. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind And in small groups: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 4 |
| TA support and extra teacher (morning) in KS1 to allow for smaller groupings to target and support PP children led by clear assessment data and Pupil progress meeting discussions. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  Small group tuition are shown to have a positive impact on attainment.  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 1,3,4,5 |
| Literacy volunteer programme for disadvantaged pupils.  Use of volunteers in all year groups to ensure that disadvantaged pupils practice reading regularly. | The Reading Framework and Subject Review Series and many more major studies stress the importance of fluency and ‘reading miles’ in the development of reading comprehension.  <https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf>  One page review: <https://vnetcic.com/wp/wp-content/uploads/2023/09/The-DfE-Reading-Framework-EA-one-page-overview.pdf>  <https://www.gov.uk/government/news/ofsted-report-shows-reading-has-improved-but-writing-and-spoken-language-need-more-focus> | 4 |
| Run parent workshops to support oracy, phonics, reading, maths, managing emotions.  Purchase key resources/ subscriptions for parents to use/help at home. | Parental involvement is key to success in school along with good quality resources.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 1-5 |

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

Budgeted cost: £ *8,500*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Delivery of one- to-one ELSA & nurture support.  Maintaining staff knowledge with regular training. | 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).  A higher % of PP children have some MH or social/emotional need when compared with their non pp peers.. ELSA and nurture have already made significant improvement to many individuals.  Research +4 months.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 2,6 |
| Review of behaviour policy in connection with trauma and attachment training.  Whole staff training  Additional training for supporting those with additional needs. | Progress of a number of our PP children is impacted by persistent low-level behaviour or poor behaviour at unstructured times. 2 children demonstrate behaviour which could lead to them being at risk of exclusion.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 2,6, 8 |
| Continue to monitor the attendance of key children and work with parents to cause improvement. | Attendance over the last 3 years has shown that disadvantaged attendance is lower than non-disadvantaged. This is generally due to a small number of key families who we work with.  <https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/attendance-context>  [Working together to improve school attendance - GOV.UK](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)  Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. | 10 |
| 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. | Children need a wide range of activities and experiences 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.  <https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support> | 6, 7 |
| Continued funding towards Outdoor Learning (Forest schools) and structured play at lunchtime.  Outdoor learning and play equipment will be provided | Outdoor Learning has clear benefits for wellbeing which will then lead to better attainment and concentration.  Structured play develops problem-solving and critical thinking skills; teaches children to follow rules and guidelines; promotes teamwork and cooperation; encourages active participation and engagement and fosters skill development in specific areas (e.g., sports, logic, creativity) | 1-5, 8 |
| Contingency fund for acute or unplanned issues. | As needed. | As required |

**Total budgeted cost: £** *32,170*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| **EYFS: Good/ expected level of development:**  FSM ( 9 chd) 33% ( 49% gap)  Non FSM ( 34 chd) 82%  Overall in EYFS, non- pupil premium children performed significantly better than pupil premium children  LA FSM : 48.2% attained a GLD which is above our FSM EYFS data  **Phonics: Year 1**  FSM ( 4 chd) 25% ( 67% gap) LA= 66.4%  Non FSM ( 46 chd) 92%  In phonics at the end of Year 1, non-pupil premium children performed significantly better than pupil premium children  LA FSM : 66.4% attained Year 1 phonics which is above our FSM Yr 1 data  **Phonics for all pupils by the end of Year 2**  FSM ( 8 chd) 87.5% ( 7.7% gap)  Non FSM ( 42 chd) 95.2%  LA FSM : 82.9% attained phonics by the end of Year 2, our data is above this.  **KS1:**  **Reading**  EXS FSM ( 8 chd) 25% ( 56 % gap) HS 0% ( 25 % gap)  Non FSM ( 42 chd) 81% 25%  LA FSM **2023:** 54.4% which is above our Yr2 reading data  **Writing**  EXS FSM ( 8 chd) 25% ( 44 % gap) HS 0% ( 7 % gap)  Non FSM ( 42 chd) 69% 7%  LA FSM **2023:** 44.9% which is above our Yr2 writing data  **Maths**  EXS FSM ( 8 chd) 13% ( 75 % gap) HS 0% ( 26 % gap)  Non FSM ( 42 chd) 88% 26%  LA FSM **2023:** 57.7% which is above our Yr2 maths data  This year we will going to continue with our termly pupil progress meetings in order to ensure that all teachers plan and review pupil premium provision specific to their children each term. Teachers will also engage with educational research to ensure effective and meaningful intervention. These meetings will ensure that teachers and the Pupil Premium Lead can easily see what interventions are in place and what the impact will be, which will influence this strategy.  Pupil progress meetings also discuss attendance levels for disadvantaged children and whether they are accessing extra-curricular and enrichment activities. We will also discuss behaviour so that we can assess the behaviour and attitudes of our disadvantaged children. This will help us to intervene where necessary to improve behaviours and engagement.  In order to support children’s mental health and wellbeing, we have used pupil premium funding to provide wellbeing support for pupils and targeted interventions (including ELSA) where required. We are building on that approach with the activities detailed in this plan.   |  |  | | --- | --- | | 1. ***Intended outcome*** | ***Evaluation against success criteria*** | | 1. Improved speech and language particularly in Early Years. | 86% of reception children achieved expected in communication and language (56% of FSM) and 91% in comprehension (67% FSM) showing vocabulary development. This is supported our Little Wandle phonics tracking data which shows that children are keeping up with their phonics teaching.  Quick identification and working with SALT meant that support was put in place quickly.  KS 1 results for FSM children were well below 2023 national and LA totals. Notably 50% ( 4 children) were working at a below KS level. This reflects this FSM cohort who were notably very low on entry to school. | | 1. Improved attainment in maths | Maths results remain consistent and remain above national at key assessment points. The percentage of children achieving GD is above 2023 national which is consistent with previous results.  FSM children achieved less well than other groups- 13% ( 1/8 chd) achieved end of KS1 expectations for maths (50% of this group were PKS ) In EYFS 33% ( 3 chd) achieved expectations for maths . Some of these children have complex SEND needs.  To further develop mathematics fluency and how mastery maths is delivered in school, maths mastery strategies such as the bar model and pictorial, concrete and abstract methods continue to be developed. Where required, there will also be CPD focused on strategies and resources to further develop number fluency across the school. This will impact all children with the additional aim of reducing the fluency gap between pupil premium and non-pupil premium children. | | 1. Improved reading and phonics attainment particularly in KS1 | Reading results at KS1 were above 2023 national and LA KS1 FSM children were well below LA average and the gap was 56% which reflects very low entry data and the complex SEND needs of this cohort  **Phonics- Yr 1:**  In 2022 84% ( 100% of FSM: 4 out of 4 chd)  In 2023 86% (28% of FSM: 2 out of 7 chd)  In 2024 94% ( 25% of FSM : 1 out of 4 FSM)  Our phonics Yr 2 re-take saw 7/8 FSM chd achieve expected.  Reading interventions are embedded across school- phonic boosters, Reading volunteers, small group and 1 to 1 support in class. Teachers engage with parents regularly to support reading at home.  Little Wandle phonics scheme is embedded and keep up groups take place 3 times a week led by well trained staff to prevent children falling behind. | | 1. Improved writing attainment in all year groups | Writing results remain above national at key assessment points. The percentage of children achieving GD is below 2023 national which is consistent with previous results.  Data across year groups is very cohort based rather than a trend. We are in line with national averages at the end of EYFS and KS1 for children at expected levels, but there is gap between our reading and our writing. This is partly due to the impactful work we have been doing to raise standards in phonics and reading. For us, the next step is to transfer the love of reading, phonics and language focus to ensure that we can have aspirational outcomes for all groups of children including those who could reach a greater depth level.  FSM children achieved less well than other groups. Children are monitored individually and support bespoke to them (phonics intervention. Small group work, SEND targets)  Writing is a focus for School improvement 24/25 | | 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. | Children supported in school with ELSA ( 1 trained TA) nurture support. Key FSM children supported during the year.  Support has included for example provision of uniform and referrals to services.  Families are well supported in school. Communication from key staff and class teachers has been effective in forming positive relationships with some hard-to-reach families. | | 1. Achieve and sustain improved attendance for our disadvantaged pupils. Work closely with key children with persistent absence. 2. Ensure that our Pupil Premium children develop strong cultural capital and experience the whole curriculum, extra-curricular opportunities and leadership in school. | Attendance:  *2023-24 : 94.8%all ( FSM: 89.1%)*  *2022-23 : 95.2%all ( FSM: 91%)*  *2021-22 : 94.9%all ( FSM:92.8%)*  Key families have been supported for absence. Figures are affected by children (SEND/Illness) | |

## 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*

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| Programme | Provider |
| ELSA | Nottinghamshire Educational Psychology Service |
| Family SEAL | https://www.coramlifeeducation.org.uk/your-local-area/life-education-nottinghamshire |
| Charanga music | https://charanga.com/site/musical-school/ |
| Purple mash | https://www.purplemash.com/ |
| Adult Learning | Nottinghamshire Inspire Adult Learning |