

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	Caister Infant with Nursery School
Number of pupils in school	295 (233)
Proportion (%) of pupil premium eligible pupils	24.9% (58) *
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024
Date this statement was published	1/11/2023
Date on which it will be reviewed	1/7/2024
Statement authorised by	Mr Rice & Mr Parslow-Williams
Pupil premium lead	Mr Parslow-Williams
Governor / Trustee lead	Rev David Wells

**Figures taken from School Inspection Data Summary Report (IDSR)*

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (1455)	£ 84,390
Recovery premium funding allocation this academic year	£ 2,500
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	£86,890

Part A: Pupil premium strategy plan

Statement of intent

At Caister Infant with Nursery School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Following best practice evidence from the Education Endowment Foundation, we employ a three-tier model to devise our pupil premium and recovery premium strategy.

The three key principles of our strategy plan are;

- High-quality teaching
- Targeted academic support
- Wider strategies

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

To achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Key Principals:

We will ensure that effective teaching, learning, and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify, through the class pupil premium plan, specific intervention and support for individual pupils, which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional, and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
<p>1 Gaps in reading, writing, maths and phonics</p>	<p>Based on pupil assessments, observations, and discussions, it appears that disadvantaged pupils typically struggle more with phonics than their peers, which hinders their progress as readers. This issue is compounded by limited support at home for reading practice, which affects their ability to decode and read fluently. As for writing, assessments and observations indicate that the writing skills of disadvantaged pupils tend to fall behind those of non-disadvantaged peers over time. Many of these pupils also have poor fine motor skills, likely due to limited exposure to activities like holding a pen, cutting, and threading. To address this issue, we prioritise developing these skills early on. Unfortunately, both internal and external assessments in mathematics show that disadvantaged pupils consistently perform well below their non-disadvantaged peers. While there was some improvement in 2023 among Year 2 pupils receiving pupil premium funding, they still performed better in maths than in reading and writing. The pandemic has also further exacerbated the gaps in mathematical knowledge among disadvantaged pupils.</p>
<p>2 Social, emotional, and mental health</p>	<p>Based on our evaluations, observations, and conversations with children and their families, we have identified social and emotional challenges faced by certain pupils. These difficulties stem from a lack of social interaction during the pandemic, domestic problems within their households, overcrowding, and limited opportunities for enrichment during their pre-school and family circumstances. These children require a personalised approach to address their emotional well-being, along with tailored support and small-group interventions.</p>
<p>3 Speech, language, and communication</p>	<p>Based on assessments and observations, it has been found that a significant number of disadvantaged pupils have underdeveloped oral language and vocabulary skills, which has resulted in poor communication skills. The pandemic and the lack of pre-schooling have worsened this issue. Among all, the children in EYFS are the most affected, especially those in nursery, and the disadvantaged pupils have shown more prominent signs of underdeveloped language skills than their peers</p>
<p>4 Access to wider opportunities</p>	<p>Experiences of some pupil premium children outside of school is limited. This limits the opportunity to build cultural capital and build their knowledge of the world. We also know that our disadvantaged children do not attend as many clubs as other children and do not get the chance to experience a variety of activities</p>
<p>5 Attendance and punctuality</p>	<p>Although attendance significantly improved in 2022-23 for our disadvantaged children it continues and will continue to present an issue and hence attainment. Our attendance data indicates that there is an ongoing trend that attendance among disadvantaged pupils has been consistently lower than for non-disadvantaged pupils.</p>

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
Progress in Reading	<p>A higher proportion of disadvantaged children achieving the early learning goal in Reading in the EYFS.</p> <p>There is a larger percentage of disadvantaged children achieving national standard meeting national averages and an increase of at least in greater depth in year 2 in Reading with all showing accelerated progress from starting points.</p>
Progress in Writing	<p>A higher proportion of disadvantaged children achieving the early learning goal in Writing in the EYFS.</p> <p>There is a larger percentage of disadvantaged children achieving national standard meeting national averages and an increase of at least in greater depth in year 2 in Writing with all showing accelerated progress from starting points.</p>
Progress in Mathematics	<p>A higher proportion of disadvantaged children achieving the early learning goal in Maths in the EYFS.</p> <p>There is a larger percentage of disadvantaged children achieving national standard meeting national averages and an increase of at least in greater depth in year 2 in Maths with all showing accelerated progress from starting points.</p>
Children passing the PSC	<p>Y1 cohort achieves at least national level in Phonics Screening Check in Summer 2024.</p> <p>Y2 PSC retake group achieves at least national level in Y2 Phonics Screening Recheck in Summer 2024.</p>
Attendance	<p>Further narrowing of gap between the attendance of PP and NPP. Attendance data will show that attendance among pupil premium children does not fall below that of non-pupil premium children. Decrease in persistent absence of PP.</p> <p>Ensure attendance of disadvantaged pupils to increase from last year- 92.07%.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWI Update training All Teachers and Teaching Assistants will be retrained in the delivery of the systematic phonics programme Read, Write Inc for delivery throughout the school. Read Write Inc. Home reader books will match specific phonics levels for each pupil</p>	<p>The Education Endowment Foundation Toolkit suggests that phonic approaches have been found to be effective in supporting young readers to master the basics of reading, with an average impact of additional four months progress and limited cost.</p> <p>Phonics - Toolkit Strand - Education Endowment Foundation EEF</p>	1,3
<p>Engagement in CPD including the Maths Hub and specific White Rose training</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning toolkit: Teaching Mastery = + five months</p>	1,3
<p>Enhance provision of teaching and learning monitoring and the evaluation of disadvantaged pupils' progress and attainment; to support staff increase the pace of pupils' progress</p>	<p>Education Endowment Foundation Feedback evidence summary report</p>	1,2,3,4,5,6
<p>Subject Leadership Time</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending</p>	1,3,4

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

Budgeted cost: £ 11,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured interventions for Reading across school using the Read Write Inc. Fast Track tutoring approach which forms part of the Read Write Inc. systematic approach to phonics</p>	<p>EEF shows that oral interventions have an impact of +5 months. Children that do not read regularly will be able to develop fluency with further support in school.</p> <p>The Sutton Trust/EEF Toolkit states that 1:1 tuition can enable learners to catch-up with their peers. The Toolkit suggests that this is most useful when the input comes from the teacher, but our teaching assistants have been trained in the Read Write Inc. programme to the same level as our teachers.</p> <p>We have a dedicated teaching assistant whose role is to deliver RWI Fast Track tutoring daily.</p> <p>Class teachers and teaching assistants also provide intervention to identified groups in their class.</p>	<p>1</p>
<p>Structured interventions for maths across school using White Rose</p>	<p>Evidence suggests that TAs can have a positive impact on academic achievement if used to deliver targeted intervention. (EEF toolkit)</p>	<p>1</p>
<p>To upskill support staff with appropriate approaches and pedagogy to teaching interventions</p>	<p>EEF Making Best Use of Teaching Assistants guidance report</p>	<p>1,3</p>
<p>Early years baseline for speech and language will be taken from WellComm and interventions will take place for children with potential language difficulties</p>	<p>On entry to Reception some children will require further support to bring them up to Age Related Expectation with regards to reading. Early Years intervention can prove to give on average 5 months progress based on the EEF.</p>	<p>3</p>

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers with the focus on reading skills to enable high quality teaching for all	CPD to develop teacher’s knowledge of teaching strategy, which will be used within the planning and delivery of Reading lessons. The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds, and through quality teaching first provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils, and sharing best practice.	1
Uniform support	Children from lower income families may not have access to full school uniform which could affect the well-being and self-esteem of PP pupils.	2
<p>1. Pastoral Team (PT) in position and able to provide 1-1 sessions for identified children. 2. PT to meet with families to identify relevant next steps for PP children and family members</p> <p>2. Pastoral Team member to be Emotional Literacy Support Assistant [ELSA] trained</p> <p>3. PT to contribute to PP FSP processes and safeguarding meetings</p> <p>4. Enhance the provision and number of spaces for therapy available by the supervision of other play workers/therapists.</p>	EEF Improving Social and Emotional Learning in Primary Schools guidance report	2, 5, 6
Subsidised visits	PP children experience a wide and varied curriculum which is enriched by essential learning experiences and widened horizons, funding of trips, visits, and visitors to school - in promotion of inspirational events and experiences.	4

	Children who have access to a broad balanced curriculum develop a love of learning and can make more connections within their learning.	
Subject specific parental engagement videos and in-school events to support parents and pupils with accessing content	EEF states that Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps	5
To provide tailored support for families with low attendance, working with the LA's Attendance team and key members of staff	Improving school attendance: support for schools and local authorities' guidance	6
CPD on core and foundation subjects to develop staff's subject knowledge and approaches to teaching in a wide range of areas	We recognise that the children at Caister Infant school have a broad range of skills and interests and we therefore want to ensure they receive a curriculum which is broad and of high quality. This will be further developed through the support of subject leaders and CPD which will be knowledge focussed	1, 4
Specific targeted support for LAC and PLAC to improve emotional well-being.	Both targeted approaches and universal approaches can have positive overall effects. (Behaviour/wellbeing interventions EEF).	2

Total budgeted cost: £86,890

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 2023 to 2024 academic year.

To be completed Autumn 2024

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
Read, Write Inc	Ruth Miskin
Subject leadership Support	Norfolk County Council
1:1 Maths intervention	White Rose Maths
Norfolk Assessment Pathways	Class Norfolk
Emotional Literacy Support Assistants	ELSA
WellComm	GL Assessment

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A