

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Caister Infant with Nursery School
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	21.54% (67)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-2023
Date this statement was published	1/10/2022
Date on which it will be reviewed	1/7/2023
Statement authorised by	Mr Rice & Mr Parslow-Williams
Pupil premium lead	Mr Parslow-Williams & Mrs Walker
Governor / Trustee lead	Rev David Wells

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (1345)	£ 80,330
Recovery premium funding allocation this academic year	£4,909
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£38,207
<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	£123,446

# 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.

### 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
1	Gaps in reading, writing, maths and phonics
2	Social, emotional, and mental health
3	Speech, language, and communication
4	Access to wider opportunities
5	Parental engagement
6	Attendance and punctuality

## 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	Pupils make at least expected progress in Reading from their starting point.
Progress in Writing	Pupils make at least expected progress in Writing from their starting point.
Progress in Mathematics	Pupils make at least expected progress in Mathematics from their starting point.
Children passing the PSC	Y1 cohort achieves at least national level in Phonics Screening Check in Summer 2023. Y2 PSC retake group achieves at least national level in Y2 Phonics Screening Recheck in Summer 2023.
Attendance	Ensure attendance of disadvantaged pupils to increase from last year- 92.07%.

## 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: £ RWI training + Sustaining Mastery Maths + subject leadership cover

£47,086 (£31,286 Training + £15,800 Cover supervisor)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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.	1,3
Engagement in CPD including the Maths Hub and specific White Rose training	Evidence from Education Endowment Foundation – Teaching and Learning toolkit: Teaching Mastery = + five months	1,3
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	Education Endowment Foundation Feedback evidence summary report	1,2,3,4,5,6
Subject Leadership Time	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending	1,3,4

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

Budgeted cost: £ 2 x members of staff (3 hours per day) + 1 member (1.40 hours per day) + CPD

£37,096 (£25,800 wages + £11,296 CPD)

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 Tool kit 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 NELI and 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: £ CPD + Uniform stock + Pastoral members of staff x 2 + visits

£39,264 (£37,064 wages + £1000 visits + £1200 milk)

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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<p>CPD for teachers with the focus on reading skills to enable high quality teaching for all</p>	<p>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.</p>	<p>1</p>
<p>Uniform support</p>	<p>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.</p>	<p>2</p>
<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 2. Pastoral Team member to be Emotional Literacy Support Assistant [ELSA] trained 3. PT to contribute to PP FSP processes and safeguarding meetings 4. Enhance the provision and number of spaces for therapy available by the supervision of other play workers/therapists.</p>	<p>EEF Improving Social and Emotional Learning in Primary Schools guidance report</p>	<p>2, 5, 6</p>
<p>Subsidised visits</p>	<p>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.  Children who have access to a broad balanced curriculum develop a love of learning and can make more connections within their learning.</p>	<p>4</p>
<p>Subject specific parental engagement videos and in-school events to support</p>	<p>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</p>	<p>5</p>

parents and students with accessing content	parents to avoid widening attainment gaps	
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: £ 123,446**











## 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 internal assessments during 2022/23 suggests that the performance of disadvantaged pupils was higher than in the previous year. Results in KS1 have increased in reading, maths, combined and science.

#### EYFS GLD Attainment

53.4% Non PP – 40% PP (up from 33% the previous year)

#### KS1 Results

##### **Reading**

Year 2 –70.5 % Non PP 66.7% PP (up from 56.7% the previous year)

##### **Writing**

Year 2 –39.7% Non PP 33.3% PP ( down from 40% the previous year)

##### **Maths**

Year 2- 61.5 % Non PP 66.7% PP (up from 26.7% the previous year)

##### **Combined**

Year 2- 36.3 % Non PP 33.3% PP (up from 26.7% the previous year)

##### **Science**

Year 2- 75.6 % Non PP 70% PP (up from 56.7% the previous year)

Maths lead and key members from each year group have completed NCTEM training sessions and the Mastering Number programme has been implemented from reception to year 2. Staff reported positive outcomes for the children and maths data backs this up.

Maths booster groups for Y2 lower attainers have run over the year.

Phonics and reading booster groups have run over the year.

The Pastoral team worked with over 120 children and families. 10 children required high level of regular support for behaviour and 14 children required high level of regular emotional support.

## 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*

<b>Programme</b>	<b>Provider</b>
Read, Write Inc	Ruth Miskin
Subject leadership Support	Norfolk County Council
1:1 Maths intervention	White Rose Maths
Norfolk Assessment Pathways	Class Norfolk

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
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