

EAST RUSTON INFANT SCHOOL AND NURSERY

Pupil premium strategy statement 2022 - 2023

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	East Ruston Infant School and Nursery
Number of pupils in school	23
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year Plan 2023- 2026
Date this statement was published	November 23
Date on which it will be reviewed	November 24
Statement authorised by	Sarah Mules, Headteacher
Pupil premium lead	Sarah Mules, Headteacher
Governor / Trustee lead	Clare Jones, Executive Director of Education

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4365
Recovery premium funding allocation this academic year	£ 135
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	£4,500

Part A: Pupil premium strategy plan

Statement of intent

What are our ultimate objectives for our disadvantaged pupils?

- *We want our disadvantaged pupils to be given every opportunity to do the best they can so that when they leave us they have the skills and resilience to face challenges of the next stages of their lives and beyond for a happy future.*
- *We also want to make sure that disadvantaged children do not fall behind their non disadvantaged peers.*

How does our current pupil premium strategy plan work towards achieving those objectives?

- *Focusing on Thrive and SEND interventions to ensure that children's Mental health and wellbeing, where needed are addressed first, to reduce the barriers that prevent educational progress. We will continue to do this with further interventions to support disadvantaged pupils who have the potential with the correct support to achieve higher standards. The future focus will be to look at the progress of children who do not present with the above challenges to ensure that they still receive the support needed to reduce the gap between them and their non disadvantaged peers*

- ***What are our key principles of our strategy plan?***

- *We use allocated funding:*
 - *To ensure that disadvantaged pupils have access to quality first teaching*
 - *to provide additional Learning Support Assistants and Thrive Practitioners so that appropriate interventions are provided to support the individual needs of disadvantaged pupils and pupils who although not in receipt of Pupil Premium we feel are disadvantaged (parent who are only just managing)*
 - *Funding for educational visit and residential so that no disadvantaged child misses these valuable experiences*
 - *CPD for staff on specific issues that affect the general cohort of disadvantaged pupils in the school*

Challenges

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

Challenge number	Detail of challenge
1	Making sure that Disadvantaged children do not fall further behind their non disadvantaged peers.
2	That individual needs, both academic and social, of Disadvantaged Pupils are met.
3	Some pupils who are not in receipt of PP, but have levels of disadvantage and also have SEND and social and emotional needs, can be overlooked. Ensuring that Interventions and boosters are closely monitored by class teachers. Using Thrive to support wellbeing, which presents itself in 2023/24 as a higher need.
4	Rural isolation and poor transport links means that some children are not able to access any extra-curricular activities within their family unit or with their friends.
5	Encouraging parents, particularly disadvantaged pupils to engage with the school and our aspirations for their children.
6	Attendance of pupils post pandemic remains poor due to illness

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
<p>To develop and implement high quality teaching and learning for all with interventions to either pre teach or catch up for those pupils who need it.</p> <p>Through the use of instructional coaching teachers will develop a wider range of strategies to support the learning of disadvantaged pupils</p>	<ul style="list-style-type: none"> • The gap between disadvantaged and non-disadvantaged children will narrow • More disadvantaged children will achieve expected and higher standards • Pupils with SEND will make progress at least inline with set targets
<p>In 2023/24 the school will focus on...</p> <ul style="list-style-type: none"> • Behaviours and Attitudes • Resilience/ independence • Attendance at school <p>Staff/parents will have a clear understanding of learning behaviours in each year group, this will be developed at home</p>	<ul style="list-style-type: none"> • All disadvantaged pupil parents will attend parent consultations • Parents will feel confident to approach the school and ask for help if needed • Daily reading will be completed

	<ul style="list-style-type: none"> • Children will be able to talk about and demonstrate different behaviours for learning. • There will be an increased energy in children's approach • Behaviours to learning will underpin all aspects of learning in school, children will understand this and demonstrate these skills • The rate of absentees will reduce • Implement a structured method of support for parents to encourage attendance at school.
Wider strategies- develop extra curricular activities	<ul style="list-style-type: none"> • No disadvantaged child will miss out on activities that their non disadvantaged peers have access to

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: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted interventions</i>	LSA and Teacher booster/catch up/in class support (EEf+4) (small group tuition EEf +4) Small attainment groups (EEf+2) Effective and clear feedback to pupils at point of learning (EEF +6) Individualised instruction (EEF +4) Giving skills to prepare children for life beyond the classroom using behaviour for learning bees and Thrive strategies. (EEf+7)	1, 2, 3, 5,
<i>Use of instructional Coaching</i>	Mastering Learning (EEf+5)	1,2,3
<i>Continue to teach and embed of ER Bees for behaviour for learning</i>	Metacognition and self regulation (EEf+7)	1,2,3,5
<i>Use of Collaborative Learning in the classroom</i>	Collaborative learning approaches (EEf+5)	1,2,3

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Thrive interventions</i>	Metacognition and self regulation (EEf+7)	1,2,3,
<i>Track behaviour through CPOMs</i>	All teachers to complete allocated actions (Behaviour interventions EEf+4)	1,5,6, 3
<i>Track attendance</i>	Pick up children with lower attendance quickly and work with parents to improve attendance.	6, 5
<i>School funded sports clubs</i>	Children enjoy being active and improves confidence and well being	4, 5

Total budgeted cost: £ 4500

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. 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
The Thrive Approach	The Thrive Approach
Mathletics	3P Learning
Reading Eggs	3P Learning

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. Externally provided programmes

Activity	Evidence that supports this approach	Challenge number (s) addressed	Impact/Outcome/Evidence
<i>Targeted interventions</i>	LSA and Teacher booster/catch up/in class support (EEf+4) (small group tuition EEf +4) Small attainment groups (EEf+2) Effective and clear feedback to pupils at point of learning (EEF +6) Individualised instruction (EEF +4) One to one tuition (EEf+5)	1, 2, 3, 5,	LSAs have been used effectively for group and one to one interventions to meet individual learning needs. Teacher/LSAs consider ways to adapt the learning to enable disadvantaged pupils to access the curriculum, and regular monitoring to consider if activities and strategies have been successful. Staff are involved with the implementation of 'next steps' and oversee the impact of this. The evidence of impact on pupil outcomes is achieved through subject leadership and data drops carefully monitoring gaps in progress and attainment.

Daily monitoring of attendance and follow up actions.	Daily monitored electronic register Phone calls made to home If required recorded and logged conversations on CPOMS, including next actions to support families	6	Attendance of disadvantaged pupils was 1.65% lower than non disadvantaged pupils in 2022/23 89.99% DA vs -91.64% Non DA The most vulnerable are carefully monitored and encouraged to attend school. This included work with specific families to improve attendance If the need requires, disadvantaged pupils not accessing school are provided with learning packs, a chromebook for home learning. and support from Google Classroom.
Regular half term monitoring of attainment to ensure DA Pupils achieve Age Related Expectations and progress are at least in line with National Average	Pupil asset DNA tick grids	1	KS2 SATS. There was one disadvantaged child who did not achieve ARE in any subject Year 1 Phonics 2 out of 3 pupils passed with the final pupil scoring 30. EYFS GLD Of the 3 disadvantaged pupils in reception this year one achieved GLD Attendance continued to have an impact on the attainment of pupils. The school suffered several bouts of illness that prevented a large number of pupils from attending school at periods during the year.
To boost self-esteem and address mental health issues in DA pupils	Social and Emotional Learning (EEF+4)	4	All disadvantaged pupils are prioritised in our SEMH programme (Thrive) when needed to remove barriers to learning