

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Sprowston Infant
Number of pupils in school	134
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	Nov 2021
Date on which it will be reviewed	Nov 2022
Statement authorised by	R. Edwards, Headteacher
Pupil premium lead	R. Edwards, Headteacher
Governor / Trustee lead	C. Griffin, Chair of governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,660
Recovery premium funding allocation this academic year	£7767
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	£52,427

Part A: Pupil premium strategy plan

Statement of intent

Our intention 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 disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

Challenges

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

Challenge number	Detail of challenge
1	We have high proportions of children entering school with speech and language difficulties, the pandemic has exacerbated this, and it is worse for disadvantaged children. Research shows this is likely to make learning to read and write more difficult.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Teacher assessments and monitoring found writing to be the subject most affected by the pandemic. Pupil progress meetings show numbers of children achieving well in writing are lower than other subjects.
4	Disadvantaged pupils have been disproportionately affected by the pandemic in terms of wellbeing. Assessments and observations in school have found a number of disadvantaged pupils had fallen behind due to lack of academic support at home and other home issues. Some parents reported to us an increase in issues including around finance, relationships etc.
5	Some children enter school lacking secure knowledge and cultural capital – this has been exacerbated by the pandemic. Disadvantaged pupils overall have a deficit in vocabulary compared to their peers.

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 oral language skills and vocabulary among disadvantaged pupils.	NELI assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	There is not a significant gap between disadvantaged pupils and their peers in terms of phonic assessments. Where gaps remain, it is possible to demonstrate good progress for those children. Measured by work scrutiny, pupil progress meetings, end of year assessments.

<p>Improved writing attainment for pupils across school.</p>	<p>End of year assessments show not a significant gap between disadvantaged pupils and their peers. Where there is still a gap, it is possible to demonstrate good progress for those pupils. Measured by work scrutiny, pupil progress meetings, end of year assessments.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Good levels of wellbeing demonstrated by surveys, reduction of barriers, improved academic performance against key assessment points (no significant gap between disadvantaged and peers. Where gaps remain, it is possible to demonstrate good progress for those children).</p>
<p>Disadvantaged pupils achieve as well as their peers across the curriculum.</p>	<p>There is not a significant gap between disadvantaged pupils and their peers in terms of the wider curriculum. Where gaps remain, it is possible to demonstrate good progress for those children. Measured by work scrutinies and pupil progress meetings.</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: £1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embed practice according to The Reading Framework – create new phonics scheme and implement.</i>	<p>EEF shows high quality phonics to be a high impact intervention for low cost.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The Reading Framework is a summation of good phonics practice from the DfE in line with EEF recommendations. It cites numerous studies and sources of evidence.</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	1, 2, 3, 5
<i>Change writing curriculum Y2 – more focused on key elements according to the Reading Framework.</i>	<p>EEF early literacy report</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>The Reading Framework explains the need to simplify genre content in early writing.</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	2, 3
<i>Curriculum development – continue to develop curriculum and subject leaders – create more coherent planned 3D curriculum.</i>	<p>This curriculum model is discussed here:</p> <p>https://thirdspacelearning.com/blog/beginners-guide-curriculum-development/, citing Claire Sealy’s writing, as well as Ofsted’s new approach to curriculum – all based on recent cognitive psychology and ideas around memory and learning, and how to develop a curriculum to maximise this.</p>	1, 5

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

Budgeted cost: £34,919

Activity	Evidence that supports this approach	Challenge
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		number(s) addressed
<i>Implement NELI programme, including staff training</i>	EEF research show good impact with a secure evidence base for NELI: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1, 2, 3, 5
<i>Signalong</i>	Evidence of impact of Signalong: https://signalong.org.uk/downloads/TU5Chg4OxJqA9NE.pdf	1
<i>Specialist EP and SALT support from CEPP</i>	Impact of SALT support: https://www.rcslt.org/wp-content/uploads/media/Project/RCSLT/therapy-provision-surestart-northern-ireland.pdf https://www.ncbi.nlm.nih.gov/books/NBK356271/ Impact of EP input: https://www.babcockldp.co.uk/disadvantaged-vulnerable-learners/educational-psychology/evidence-of-our-impact	1, 2, 3, 4, 5
<i>SRB placements for children who require it.</i>	Guidance document including rationale for SRBs: http://csapps.norfolk.gov.uk/cssshared/ecourier2/fileoutput.asp?id=11819	1, 2, 3, 4, 5
<i>Phonic interventions</i>	The Reading Framework describes how to carry out phonic interventions, which we follow: https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy EEF shows high quality phonics to be a high impact intervention for relatively low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3
<i>Writing interventions</i>	EEF shows TA interventions with small group to have good impact: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=intervention The Reading Framework describes how to carry out writing interventions, which we follow: https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	2, 3, 5

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

Budgeted cost: £14,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral work – ensure good attendance and wellbeing of vulnerable pupils. Including Norfolk Steps training for staff.</i>	EEF report on importance of wider strategies beyond academic: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies?	4
<i>EW to complete Senior Mental Health Lead training</i>	DfE's page on this refers to sources of evidence: https://www.gov.uk/guidance/senior-mental-health-lead-training	4

Total budgeted cost: £50,899

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Teacher assessments show that in all subjects, pupils were affected by the disruption to education due to covid. The gap between disadvantaged and non-disadvantaged pupils widened last year after previous improvements. This is reflective of the national picture, which has seen the biggest impacts of covid falling on disadvantaged pupils. Extra work was carried out during the summer term and pupils did begin to catch up. However, this work will need to be ongoing this year to further accelerate pupil's progress. We will continue to improve our curriculum and tweak it to meet the needs of all pupils.

Behaviour in school improved, with positive lunchtimes. Children's attitudes to learning were good and pupils engaged well with learning on their return to school. Attendance for all groups of pupils was lower than previous years but was above national average for the year 2020-21. Engagement with parents was good during lockdowns and we saw good engagement with home learning. Nevertheless, we have seen impacts on the wellbeing and ability to learn of disadvantaged pupils, similar to schools across the country. Work will need to continue in all of these areas in the coming year, therefore, the school will be investing in training a senior mental health lead to ensure we are addressing issues systematically and in a strategic whole school way.

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