

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	146
Proportion (%) of pupil premium eligible pupils	27%
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 2022
Date on which it will be reviewed	Nov 2023
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	£48,475
Recovery premium funding allocation this academic year	£9608
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9147
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	£67,230

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.	Wellcomm 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: £10,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embed practice according to The Reading Framework – work with English hub to buy new phonics scheme and implement.</i>	<p>EEF (Education Endowment Foundation) 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, 4, 5
<i>Develop programme of ongoing training and coaching for staff in specific elements of teaching and learning.</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 + work with junior school to ensure curricula match and we prepare them for juniors.</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: £36,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use Wellcomm assessments and activities in YR to improve oral language</i>	Two reports recommending Wellcomm as one of the viable language interventions: https://gov.wales/review-early-language-screening-suitable-children-wales-birth-5-years-summary-html https://www.nottinghamcity.gov.uk/media/3332769/20200602-identification-and-intervention-in-the-early-years_v16_web.pdf	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 (speech and language Therapy) 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 (Educational Psychology) 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 (Specialist Resource Bases): http://csapps.norfolk.gov.uk/csshared/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-	2, 3, 5

	<p>interventions&utm_medium=search&utm_campaign=site_search&search_term=intervention</p> <p>The Reading Framework describes how to carry out writing interventions, which we follow:</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,635

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 implement Senior Mental Health Lead plan, including securing partnership school status with MIND.</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: £62,380

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 2021 to 2022 academic year.

Statutory assessments were carried out for the first time since 2019. While the national picture showed a decline, our results stayed consistent and if anything improved.

In reading and maths at KS1, there is no significant gap between disadvantaged pupils and their peers. This represents an excellent achievement, as there had been a large gap upon children returning to school after covid closures, and nationally the gap has increased.

In writing at KS1 there is a significant gap between disadvantaged pupils and their peers. We believe this is because writing was the subject most affected by the pandemic and children came back to school at a lower starting point in this subject. It also takes longer to catch up in writing as pupils need to be able to read at a good level before transferring this to their writing. Work scrutinies show that disadvantaged pupils who did not reach the expected standard still made good progress. Therefore, we are largely satisfied that the measures we took were effective.

We are hopeful that this year we will see a reduction of the gap in writing, although it should be noted that a very similar gap exists for disadvantaged pupils in the year 1 phonics check and that this is largely due to children with significant special needs in that year group, several of whom are currently in more specialised settings for most of their school week. This means it will again be important to use work scrutinies and moderation to check the progress of these children.

We will continue to improve our curriculum and tweak it to meet the needs of all pupils. We will be investing in a new phonics scheme and extensive training for staff; we will be working with our local DfE English hub to support implementation of this.

Behaviour and attitudes to learning are generally good. Attendance for all groups of pupils was lower than previous years but was above national average for the year. Unfortunately issues with mental health, finances, relationships and other domestic issues have increased, due to a number of national factors (such as the cost of living crisis). As a result, we have seen impacts on the wellbeing and ability to learn of disadvantaged pupils, similar to schools across the country. The school has accessed national funding to train a senior mental health lead to ensure we are addressing these issues systematically and in a strategic whole school way. We have also invested in a senior member of staff's time to work with families and pupils in a holistic way. We are

beginning a partnership with MIND charity, to support families in overcoming some of these issues and lessen the impact on children.

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