

Pupil premium strategy statement 2022-23



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	Heacham Infant and Nursery School
Number of pupils in school	82
Proportion (%) of pupil premium eligible pupils	20.7% (17 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Louise Jackson Headteacher
Pupil premium lead	Emma Hunt Deputy Headteacher
Governor / Trustee lead	Andy Gee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,545
Recovery premium funding allocation this academic year	£2,465 (£145 per pupil)
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	£26,010

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to ensure that the gap between the attainment and progress of pupil premium and non-pupil premium pupils both within school and nationally is closed. To ensure that pupil premium children gain the social and emotional skills to access the knowledge curriculum and develop a love of learning.

To identify the challenges that our pupil premium children face and the ways that these will be addressed, using research on the most effective strategies provided by the Education Endowment Foundation (EEF).

Our objectives are to:

- ✓ Remove barriers to learning created by social and economic background
- ✓ 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 nurture their social and emotional wellbeing and to develop resilience
- ✓ Access a wide range of enrichment opportunities to enhance their knowledge and understanding of the world and raise aspirations.

Achieving our objectives:

In order 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 support to quickly address identified gaps in learning
- ✓ Target funding to ensure that all pupils have access to trips, residential visits and first hand learning experiences
- ✓ Provide opportunities for all pupils to participate in enrichment activities including sport and music
- ✓ Provide nurture to support pupils in their emotional and social development

Challenges

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

Challenge number	Detail of challenge
1	Attainment in phonics, reading, writing and maths
2	Low attainment on entry to the Early Years Foundation Stage in speech, language and communication
3	Access to wider opportunities
4	Parental Engagement
5	Attendance

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
Children to achieve national expectations in progress and attainment	<ul style="list-style-type: none"> • Children will achieve national average progress scores in KS1 Reading, Writing and Maths (0) • Children will attain in line with non-disadvantaged pupils/national averages RWM % (EXS/GDS) • Children will achieve national average GLD % • Children will achieve national average phonics % • Children will have accessed small group in class support
Improved speech language and communication	<ul style="list-style-type: none"> • Children in the Early Years will have accessed Neli intervention • SALT intervention
Children to have access to wider opportunities	<ul style="list-style-type: none"> • Children will take part in enrichment experiences, including trust events • Children will have music lessons • Children will experience school trips/residential experiences • Children will have accessed extracurricular activities (drop in/after school clubs)
Improved parental engagement	<ul style="list-style-type: none"> • Parents/carers will have access to regular workshops

	<ul style="list-style-type: none"> • Parents will take part in reading cafes • Communication via Class Dojo, newsletters, website and Twitter will enhance engagement
Improved % attendance	<ul style="list-style-type: none"> • Attendance of disadvantaged pupils will be closely monitored. • Attendance aim – in line with national average • Attendance lead will work closely with parents to support improved attendance (Early intervention/Fast Track)

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: £6,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for support staff All support staff will benefit from a regular schedule of training sessions designed to meet support staff specific needs to support learning and ensure a consistent approach in teaching learning, including:</p> <ul style="list-style-type: none"> • Live marking • Feedback • RWI • Language skills • Quality interactions EYFS • Behaviour 	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. (+4 months)</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>(EEF –Teaching and Learning Toolkit – Teaching Assistant Interventions)</p>	1, 2
<p>Feedback to pupils Teachers and support staff will spend lessons prioritising feedback to pupils through live marking to celebrate success and to respond to misconceptions.</p>	<p>Providing feedback is well-evidenced and has high impact on learning outcomes. It tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Impacts are highest when feedback is delivered by teachers. Studies of verbal feedback show slightly higher impacts overall (+7 months).</p> <p>(EEF –Teaching and Learning Toolkit - Feedback)</p>	1, 2

<p>CPD for teachers planned and delivered regularly through the year</p> <ul style="list-style-type: none"> • Safeguarding • Reading • Mathematics • Science • EYFS – language and learning • Subject leadership • Metacognition <p>CPD meetings at will involve quality pedagogical discussions about learning.</p> <p>Senior leaders design the schedule and plan delivery.</p> <p>Leaders at all levels contribute to these sessions with additional INSET days involving experts from other schools and subject specialists.</p> <p>Developing the team’s subject knowledge supports recruitment and retention of quality staff.</p>	<p>High-quality CPD for teachers has a significant effect on pupils’ learning outcomes.</p> <p>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</p> <p>(Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students)</p> <p>Training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development.</p> <p>The average impact of oral language interventions is approximately an additional six months progress over the course of a year.</p> <p>(EEF Teaching and Learning Toolkit – Oral Language Interventions)</p>	<p>1, 2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Phonics Intervention</p> <p>We are developing our reading and phonic strategy to ensure all children can learn to read and read to learn so that no child is left behind.</p> <p>Using support from an appointed reading lead and through a robust approach to assessing and teaching in organised RWI groups we will raise achievement for all.</p> <p>TAs will receive training and coaching to follow a structured programme and precision teach to pupil gaps through EYFS-KS1 on a daily basis.</p> <p>Parents will be involved, training and supported.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. If an older reader is struggling with decoding, phonics approaches will still be appropriate.</p> <p>(EEF Teaching and Learning Toolkit – Phonics)</p>	<p>1, 2</p>
<p>TA's to provide targeted support in class</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>(EEF Teaching and Learning Toolkit – Teaching Assistant Interventions)</p>	<p>1, 2</p>

<p>One to one or one to three tuition</p> <ul style="list-style-type: none"> • SALT intervention • Read Write Inc Catch up • School led tutoring • Social and Emotional support 	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</p> <p>In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective.</p> <p>(EEF Teaching and Learning Toolkit – Teaching Assistant Interventions)</p>	<p>1, 2</p>
<p>NELI – Nuffield Early Language Intervention</p> <p>Refresh NELI training to further increase vocabulary and language development.</p> <p>Work with families to support early talk/reading.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>(EEF Teaching and Learning Toolkit – Oral Language Interventions)</p>	<p>2</p>
<p>Tackling Tables</p>	<p>Repeated systematic practice of times tables is effective and this declarative knowledge serves as a building block for procedural knowledge. This process is the key to making the retrieval of basic times tables facts fluent for pupil. (Hasselbring, Lott & Zydney, 2005)</p>	<p>1</p>

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

Budgeted cost: £10,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social and Emotional/Pastoral Support</p> <ul style="list-style-type: none"> • Pastoral Lead • Lego Therapy • SEMH Team • Senior mental health training • EHAP meetings <p>Further embed the use of Lego therapy to enhance social and emotional development; increasing confidence, expression and good mental health for targeted pupils so they are ready to learn in the classroom.</p> <p>Embed SALT intervention work in KS1.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF Teaching and Learning Toolkit – Social and Emotional Learning)</p>	<p>3, 4</p>
<p>Enrichment/Extra-curricular provision</p> <ul style="list-style-type: none"> • After school clubs • Drop in • Sports events <p>Further promote enrichment opportunities across the curriculum for disadvantaged pupils to ensure they can access cultural opportunities in line</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. (EEF Teaching and Learning Toolkit – physical activity/extending school time)</p>	<p>3, 4, 5</p>

with non-disadvantaged pupils.		
<p>Parental Engagement (particularly in EYFS)</p> <ul style="list-style-type: none"> • Phonics and reading CPD • Class dojo stories • Bedtime stories-event and pedagogy • Stay and play • ECFS links for support and advice • Workshops/CPD • Social Media • Cafes • Events <p>Effectively promote parental engagement in learning via regular workshops in school, and develop further through Class Dojo, Twitter, newsletters and the school website.</p>	<p>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.</p> <p>(EEF Teaching and Learning Toolkit – Parental Engagement)</p>	4

Total budgeted cost: £26,010

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.

Challenge Number 1 - Attainment in phonics, reading, writing and maths

Outcome

	All Pupils	PP
GLD%	20/30 (67%)	7/10 (70%)
Y1 Phonics %	23/27 (85%)	4/5 (80%)
Y2 RWM% EXS	15/22 (68%)	5/10 (50%)
Y2 RWM% GDS	1/22 (5%)	0/10 (0%)

GLD (YR) compare favourably with all pupils - 70% (PP) 67% (all). Phonics (Y1) outcomes are in line with all – 80% (PP) 85% (all). RWM (Y2) half of the disadvantaged pupils are working at expected – 50% (PP) 68% (all). It is worth noting that 4/10 disadvantaged pupils in this cohort were also SEN. More able PP 83%.

Next Steps:

Create focus groups (in class), in addition to quality first teaching to boost Y2 GDS outcomes. Small group intervention/boosters –consider using CGP Y2 stretch books.

Challenge Number 2 - Low attainment on entry to the Early Years Foundation Stage in speech, language and communication

Outcome

NELI and SALT interventions have been provided by trained staff. The recruitment of a pastoral and attendance lead has provided SEMH support to target individuals and groups.

Recruitment (in class) support/School led tutoring has benefitted targeted individuals, which has helped with the attainment across year groups (as above). RWI Catch Up/Fast Track training completed to target lowest 20%, including PP – Phonics outcomes in line with all pupils.

Challenge Number 3 – Access to wider opportunities

Outcome

Pupils have had access to a range of wider opportunities. These have included:

COP26 climate Campaign – 24.9.21

Classical Music Rocks – 15.10.21

Cluster cross country – 3.11.21
Music and Movement – 17.11.21
Author visit – 25.11.21
James Wild MP visit 5.12.21
Rev Wilson assembly – 6.12.21/30.3.22
Zoolab visit 6.12.21
Bedtime Stories 8.12.21
Panto -10.12.21
Queen's Banquet – 4.2.22
Mental Health Week – 8.2.22
Twosday - 22.2.22
Come and Sing Co visit – 26.2.22
International Award Presentation – 28.2.22 World Book Day - 8.3.22
Police visit (road safety) – 15.3.22
RNLI visit – 22.3.22
Trust dance festival 25.3.22
Classical Music Rocks - 7.4.22
Off Road Cycling 12.6.22
Cluster Sports Council Festival – 24.6.22
SSP Dance Festival – 5.7.22
Y1/2 Sports Festival – 8.7.22
Y2 Sealife Trip – 4.7.22
Sports Day EYFS – 7.7.22
Sports Day (HIS/HJS) – 17.7.22
Extra-curricular clubs have included – gardening, art, dance, singing, computing, construction and multi-sports.

Challenge Number 4 – Parental Engagement

Outcome

We have seen much improved parental engagement this year following the lifting of restrictions imposed during the pandemic. The impact of this has been significant as we resurrected the PTA out of ashes which has included families with PP which was deliberate. They have hosted PTA meetings which were fully attended and have had good representation at reading cafes and fund raisers.

Events have included 4 Parental workshops September, October, November and December. 100% of parents attending were PP. We have also hosted a phonics parent session (October 2021), an Easter Craft Event PTA (March 2022), Reading cafes (March 2022) and a Family Showcase (March 2022).

Newsletters continue to be sent home every half term to promote home/school links. Good engagement remains on Class Dojo.

Challenge Number 5 – Attendance

Outcome

Attendance, Year to date (Rec-Y2) All: 92% PP: 93% National: 95%. Attendance is in line with all pupils and broadly in line national figures. Attendance meetings have supported disadvantaged pupils with attendance.

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
Online Books	MyOn
Online Reading Quizzes	Accelerated Reader
Wensum Hub	Reading (RWI)
RWI Phonics Catch-up	Read Write Inc