

# Pupil premium strategy statement 2023-24



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	73 (YR-Y2)
Proportion (%) of pupil premium eligible pupils	25% (18 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Louise Jackson Headteacher
Pupil premium lead	Emma Hunt Deputy Headteacher
Governor / Trustee lead	Barbara Herring

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,190
Recovery premium funding allocation this academic year	£2.610 (£145 per pupil)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£28,800

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

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

## 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: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD for support staff</b> All support staff will benefit from a regular menu of training sessions designed to meet support staff specific needs to support learning and ensure a consistent approach in teaching learning.</p>	<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><b>(EEF –Teaching and Learning Toolkit – Teaching Assistant Interventions)</b></p>	1, 2
<p><b>Feedback to pupils</b> 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><b>(EEF –Teaching and Learning Toolkit - Feedback)</b></p>	1, 2
<p><b>CPD for teachers planned and delivered regularly through the year</b></p> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Reading</li> <li>• Mathematics</li> </ul>	<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>	1, 2

<ul style="list-style-type: none"> <li>• Science</li> <li>• EYFS – language and learning</li> <li>• Subject leadership</li> <li>• Metacognition</li> </ul> <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><b>(Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students)</b></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><b>(EEF Teaching and Learning Toolkit – Oral Language Interventions)</b></p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £15,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Targeted Phonics Intervention</b></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><b>(EEF Teaching and Learning Toolkit – Phonics)</b></p>	<p>1, 2</p>
<p><b>TA's to provide targeted support in class</b></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><b>(EEF Teaching and Learning Toolkit – Teaching Assistant Interventions)</b></p>	<p>1, 2</p>
<p><b>One to one or one to three tuition</b></p> <ul style="list-style-type: none"> <li>• SALT intervention</li> <li>• Read Write Inc Catch up</li> <li>• School led tutoring</li> </ul>	<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</p>	<p>1, 2</p>

<ul style="list-style-type: none"> <li>• Social and Emotional support</li> </ul>	<p>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><b>(EEF Teaching and Learning Toolkit – Teaching Assistant Interventions)</b></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><b>(EEF Teaching and Learning Toolkit – Oral Language Interventions)</b></p>	2
<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. <b>(Hasselbring, Lott &amp; Zydney, 2005)</b></p>	1

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

Budgeted cost: £7,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Social and Emotional/Pastoral Support</p> <ul style="list-style-type: none"> <li>• Pastoral Support</li> <li>• SEMH Team</li> <li>• Senior mental health training</li> <li>• EHAP meetings</li> </ul> <p>Further utilise pastoral support 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. <b>(EEF Teaching and Learning Toolkit – Social and Emotional Learning)</b></p>	<p>3, 4</p>
<p>Enrichment/Extra-curricular provision</p> <ul style="list-style-type: none"> <li>• After school clubs</li> <li>• Drop in</li> <li>• Sports events</li> </ul> <p>Further promote enrichment opportunities across the curriculum for disadvantaged pupils to ensure they can access cultural opportunities in line with non-disadvantaged pupils.</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.</p> <p><b>(EEF Teaching and Learning Toolkit – physical activity/extending school time)</b></p>	<p>3, 4, 5</p>
<p>Parental Engagement (particularly in EYFS)</p> <ul style="list-style-type: none"> <li>• Phonics and reading CPD</li> <li>• Class Dojo stories</li> </ul>	<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><b>(EEF Teaching and Learning Toolkit – Parental Engagement)</b></p>	<p>4</p>

<ul style="list-style-type: none"> <li>• Bedtime stories- event and pedagogy</li> <li>• Stay and play</li> <li>• ECFS links for support and advice</li> <li>• Workshops/CPD</li> <li>• Social Media</li> <li>• Cafes</li> <li>• Events</li> <li>• Introduction of Learning with Parents Y1 (Sept 23)</li> </ul> <p>Effectively promote parental engagement in learning via regular workshops in school, and develop further through Class Dojo, Twitter, newsletters and the school website. Promote Learning with Parents in Y1 with a view to roll out across the school in 24-25 if successful.</p>		
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**Total budgeted cost: £28,800**

## 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.

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

##### Outcome

	All Pupils 22/23	PP 22/23
GLD%	16/20 (80%)	2/2 (100%)
Y1 Phonics %	23/28 (82%)	7/11 (63%)
Y2 RWM% EXS	16/25 (64%)	5/7 (71%)

In June 2023, outcomes were strong across year groups with 16/20 of our EYFS cohort attaining 80% GLD (2/2 100% PP) and 23/28 82% achieving Y1 phonics (7/11 63% PP).

In KS1, outcomes were above 2023 national average. 76% of all pupils 19/25 attained EXS in reading (Pupil Premium 6/7- 86%). 75% of all pupils 18/25 attained EXS in writing (Pupil Premium 5/7- 71%). 80% of all pupils 20/25 attained EXS in mathematics (Pupil Premium 7/7- 100%). 64% of all pupils attained RWM (Pupil Premium 5/7- 71%)

##### Next Steps:

In class focus groups, in addition to quality first teaching to further enhance outcomes. Small group intervention/boosters Y1 Phonics to further close the gap between disadvantaged pupils and non-disadvantaged.

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

##### Outcome

Interventions including NELI and SALT continue to be delivered by trained staff. Our pastoral and attendance lead has provided SEMH support to target individuals and groups.

In class support/intervention has benefitted targeted individuals and groups, which has helped with the attainment across year groups. RWI Catch Up/Fast Track training has been completed to target lowest 20%, including PP.

### ***Challenge Number 3 – Access to wider opportunities***

#### Outcome

Pupils have had a wide range of trips and experiences including, Poetry recitals, Anti-bullying week, World Book Day and a school Book Fair. Classical Music Rocks, a celebration of Chinese New Year, Eric's Pizza, Trues Yard King's Lynn, Carols at St Nicks in King's Lynn, Pensthorpe, Kings Lynn Museum, Mini Medics Course, Owl/reptile visit, Twig - Stoneage Day, Nicola Murray-Woods Art day, EYFS Banquet, Nursery – pancakes, a visit from the Madam Mayor and a Gritter competition.

Fundraising including, Christmas Jumper Day, Children in Need, Red Nose Day and Shine. Health and fitness including Tracey Bower, Helen Batteley - dance workshops (half termly), Sports Council (SSP meetings to organise event in the summer term), Cluster Events, Swimming and Hello Yellow – mental health.

After school clubs have included, STEM, Mad Science, singing, reading, LEGO, art, computing, musical theatre, multi sports and yoga.

### ***Challenge Number 4 – Parental Engagement***

#### Outcome

Parental engagement continues to flourish with events which have included a Phonics workshop, Bedtime Stories, Maths Café, Reading Café, Poetry Recital, Christmas decorations, Nativity, Website, Class Dojo, Twitter, Newsletters and Homework Challenges, as well as parent's evenings.

The PTA have hosted meetings which have been fully attended and they have had good representation at cafes, drop ins and fund raisers.

Newsletters continue to be sent home every half term to promote home/school links. There is good engagement from families on Class Dojo - knowledge organisers have been shared every half term.

### ***Challenge Number 5 – Attendance***

#### Outcome

*Attendance, Year to date (Rec-Y2) All: 94%, PP 93% National: 92.5%. PP attendance is in line with all pupils and in line with national figures. Attendance meetings have continued to support disadvantaged pupils.*

## 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>
Testbase	AQA
Online Reading Quizzes	Accelerated Reader
Wensum Hub	Reading (RWI)
RWI Phonics Catch-up	Read Write Inc
<i>Times Table Rockstars</i>	<i>Maths Circle Limited</i>
<i>Learning With Parents Platform</i>	<i>Learning With Parents</i>