

## Pupil Premium Strategy Statement

This statement details Chaucer Infant and Nursery 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.

### School overview

Detail	Data
School name	Chaucer Infant and Nursery School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	February 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Melanie Lawson Executive Head teacher
Pupil premium lead	Daisy Dawley
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97484
Recovery premium funding allocation this academic year	£9000
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	£106484

## Part A: Pupil premium strategy plan

### Statement of intent

At Chaucer Infant and Nursery School, 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. We aim to remove, or significantly reduce, the impact of the barriers caused by the deprivation levels within our community. We want to ensure that all of our pupils, whether or not they are disadvantaged, receive the highest quality education to enable them to reach their full potential.

We believe:

- Every child should feel valued, safe and happy in our school (Belong)
- Every child learns best when the curriculum is fun, engaging and creative (Enjoy)
- Every child should be encouraged to develop to their full potential (Aim high)
- Every child should be taught to have due regard for the feelings, wishes and rights of other (Respect)

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.

#### Context

When making decisions about Pupil Premium funding it is important to consider the context of the school and subsequent challenges faced. Common barriers for disadvantaged children can be:

- Less support at home.
- Weak language and communication skills
- Lack of confidence
- Social and emotional delays
- Attendance and punctuality issues

Our overall aims are:

- To remove/ reduce barriers to learning created by poverty, family circumstance and background.
- To diminish the attainment gap between our disadvantaged pupils and their non disadvantaged counterparts, both within school and nationally.
- To ensure all pupils become good communicators, fluent readers and proficient mathematicians.
- To ensure all pupils can learn effectively by being socially and mentally well.

- To ensure all pupils have access to a wide range of experiences and opportunities to develop their knowledge and understanding and raise aspiration.

In order to achieve our overall aims and overcome identified barriers to learning we will:

- > Build and maintain a strong ethos of inclusivity, which all stakeholders uphold.
- > Provide effective Early Help support, bespoke to the needs of different children and their families.
- > Provide appropriate social, emotional, mental health and well-being support to enable all pupils to thrive.
- > Provide all teachers with high quality professional development to ensure all pupils access effective quality first teaching.
- > Provide high quality, targeted training for all support staff to ensure they are able to effectively support learning.
- > Rigorously monitor, assess and analyse children's progress and attainment and use analysis to identify, action and monitor specific support and interventions.
- > Provide timely, targeted support and intervention to rapidly address identified gaps in learning including the use 1:1 tuition, group work and additional in-class support.
- > Provide a range of in-school first hand experiences and enrichment activities. NB - This is not an exhaustive list and strategies will change and develop based on the needs of individuals, ongoing assessments and reviews.

### **Key Principles**

At Chaucer Infant and Nursery a culture where:

- Quality first teaching has the greatest impact on pupil outcomes.
- There are high expectations for all pupils.
- Staff have regular conversations about the needs of individual pupils.
- We recognise some children who experience disadvantaged backgrounds are not eligible for free school meals and thereby do not attract pupil premium funding. We ensure all pupils receive the highest quality of personalised provision which helps them to thrive regardless of their status as disadvantaged or non-disadvantaged.
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## Challenges

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

Challenge number	Detail of challenge					
1 Baselines	<p>Our on-entry assessments indicate that many of our pupils who are disadvantaged, enter early years with below age related expectations in the prime areas of learning. This impacts on their ability to reach age-related expectations in the prime areas and slows their progress in the specific areas and meeting the expected Good Level of Development by the end of early years</p> <p>On Entry to Reception Class in 2023-204, 80% of our disadvantaged children arrived below age expected in the Prime Areas, compared to 50% of other pupils.</p>					
2. Communication, Speech and Language	<p>On entry to Reception, observations, assessments, and discussions with pupils indicate underdeveloped oral language skills, memory difficulties and vocabulary gaps among many of our pupils. This is more prevalent among our disadvantaged pupils than their peers. This impacts on their ability to attain age expected expectations across the curriculum as language and communication underpins all areas of learning.</p>					
3. Phonics Outcomes	<p>Phonic screening check analysis suggests disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>					
4. English – reading and writing	<p>A significant number of disadvantaged pupils leave early years working below expectations in the specific area of literacy. This hampers their achievement in English in KS1. Assessments show that our disadvantaged pupils generally have greater difficulties with developing good phonics skills than their peers. Our disadvantaged pupils also read less often and have less access to high quality literature. This negatively impacts their development as both readers and writers. Lack of experiences also hampers our disadvantaged pupils writing development</p>					
	EYFS 2022_23	GLD	Reading	Writing	Numbers	Numerical patterns
	Pupil Premium 23	35%	61%	43%	52%	48%
	Non-Pupil Premium 29	59%	72%	59%	76%	79%

5. Maths	Book looks, lesson observations and diagnostic testing show pupils lack basic number sense and fluency and many have poor reasoning/ problem solving skills. This is particularly evident for our disadvantaged pupils
6. Social, Emotional and Mental Health	Our assessments, observations and discussions indicate that more of our disadvantaged pupils suffer with social, emotional and mental health issues. The emotional well-being and behaviour regulation of a proportion of disadvantaged pupils is affecting upon their readiness for learning, capacity to access the curriculum and subsequently on their achievement
7. Attendance	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.3% – 2.5% lower than for non-disadvantaged pupils.

## 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
1. Raise achievement of disadvantaged pupils in the EYFS.	The percentage of disadvantaged pupils attaining a Good Level of Development at the end of EYFS will rise to match that of non-disadvantaged pupils in school and nationally. The proportion of disadvantaged children achieving the ELGs is increasing.
2. Improve oral language skills and vocabulary development of disadvantaged pupils	Monitoring and assessments indicate improved oral language skills and vocabulary development of our disadvantaged pupils. Pupils with speech and language difficulties will have been identified quickly and programmes put in place to support their learning. Assessments and tracking show accelerated progress being made in language skills
3. Improved Phonic Screening Check outcomes for disadvantaged pupils in Year 1.	Phonic screening check results for PP pupils will be closer in line with non PP pupils.
4. Improve phonics skills and reading and writing development of disadvantaged pupils.	The percentage of disadvantaged pupils meeting the required standard in the Y1 phonics screening check and Y2 retake check will rise to match that of non-disadvantaged pupils in school and nationally. End of year data will show that disadvantaged pupils in Y1 and Y2 have made accelerated progress in reading and writing, and the percentage of pupils meeting age related expectations is in line with, or above that of non-disadvantaged pupils in school and pupils nationally
5. Raise attainment and progress of	End of year data will show that disadvantaged pupils have made accelerated progress in maths, and the percentage of pupils

disadvantaged pupils in maths.	meeting age related expectations is in line with, or above that of non-disadvantaged pupils in school and pupils nationally
6. To. Improve learning behaviours and well-being of disadvantaged pupils	. Individual plans show a positive impact when compared with pre-intervention profiles for all pupils receiving SEMH support/ interventions. Assessments show increased ability of pupils to recognise and deal with their feelings, access learning in whole class situations and increased confidence.
7. Attendance and punctuality levels for all pupil groups, including those who are disadvantaged, has increased, meeting national averages where appropriate.	. Attendance of disadvantaged pupils has improved, in line with national figures. Persistent absenteeism for disadvantaged pupils has reduced in line with national figures. Overall school attendance matches national averages. Attendance plans show improvements for specific pupils/ families. The number of recorded lates has reduced term on term (for individuals and collectively).

## 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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
EYFS lead attends termly Embark EYFS strategy days (planning, assessment, provision). (£600 supply)	<ul style="list-style-type: none"> <li>Schools that are more collaborative have stronger student academic outcomes than schools that are less collaborative. (The Spencer Foundation and Public Agenda 'Teacher Collaboration in Perspective' Research).</li> <li>Investment into building educators' expertise in teaching and effective assessment, to create a knowledge based curriculum that meets the needs of all children should be considered. (EEF blog: Diagnosis: Overwhelmed – A manageable approach to effective use of Pupil Premium funding).</li> </ul>	1,2	
Purchase NFER assessments - Implement standardized tests to explore specific areas of strengths and weaknesses.	<p>NFER assessments will allow teachers to identify specific gaps and inform classroom teaching.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	4, 5	
<p>CPD for staff Teaching and Learning strategies to support First Quality Teaching.</p> <p>Curriculum leads to offer whole school staff training.</p>	EEF - great teaching is the most important lever schools have to improve outcomes for their pupils.	1,2,4,5,6,	

<p>. Continue to implement daily high quality synthetic phonic sessions following the DfE validated systematic synthetic phonics programme Little Wandle – Letters and Sounds Revised.</p>	<p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. (EEF). • Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. (EEF). • 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. (EEF). • Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. (EEF). 3 6 • It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. (EEF)</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,3,4,</p>	
<p>Termly Pupil Progress meetings for teachers to focus on implementing and analysing effective</p>	<p>A specific meeting for PP children will ensure the children are highlighted and their progress scrutinised.</p>	<p>1, 3, 45,6</p>	



<p>interventions for targeted children.</p> <p>New format implemented.</p> <p>Staff training linked to new pupil progress meetings.</p>	<p>SLT (DD, ML, LN, CC) to lead Pupil Progress meetings. SLT will continue to monitor effectiveness of interventions.</p>		
<p>English lead to attend Embark English strategy days (x2) and termly writing moderation events (x3). (£1000 supply)</p>	<ul style="list-style-type: none"> <li>• Schools that are more collaborative have stronger student academic outcomes than schools that are less collaborative. (The Spencer Foundation and Public Agenda 'Teacher Collaboration in Perspective' Research).</li> <li>• Investment into building educators' expertise in teaching and effective assessment, to create a knowledge based curriculum that meets the needs of all children should be considered. (EEF's blog: Diagnosis: Overwhelmed – A manageable approach to effective use of Pupil Premium funding).</li> <li>• Investment into providing professional development for evidence-informed approaches should be considered. (EEF's blog: Diagnosis: Overwhelmed – A manageable approach to effective use of Pupil Premium funding).</li> <li>• Investment into mentoring and coaching should be considered. (EEF's blog: Diagnosis: Overwhelmed – A manageable approach to effective use of Pupil Premium funding).</li> </ul>	1,2,3,4,6	
<p>Receive further Maths Hub support (6 focus training sessions) to ensure sustained, effective implementation of the maths mastery approach. (£600 supply)</p>	<ul style="list-style-type: none"> <li>• The Maths Hubs Programme, coordinated by the NCETM, brings together mathematics education professionals in a collaborative national network of 40 hubs, each locally led by an outstanding school or college, to develop and spread excellent practice, for the benefit of all pupils and students. (NCETM).</li> <li>• The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. (EEF).</li> </ul>	1,5,6	

<p>Improve the quality of social and emotional learning.</p> <p>SEL approaches will be embedded into routine educational practices and support by professional development and training for staff</p>	<p>There is extensive evidence associated with improved outcomes at school and in later life (e.g.</p>	1,2,4,5,6,7	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2	
<p>National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3, 4	

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

Budgeted cost: £116,484

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All	
To make breakfast available for all children. Access the 'Magic Breakfast' programme to provide food for breakfast.	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF).	All	

Total budgeted cost: £175,000