# Pupil premium strategy statement – Royd Nursery Infant School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 122 |
| Proportion (%) of pupil premium eligible pupils | 31 (25.4%) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023 - 2026 |
| Date this statement was published | 10th September 2023 |
| Date on which it will be reviewed | 10th September 2026 |
| Statement authorised by | Louise Jones |
| Pupil premium lead | Sean Sly |
| Governor / Trustee lead | Faye Chapman |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £45,105 |
| Recovery premium funding allocation this academic year | £145 X 31 children = £4,495 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £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* | £49,600 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our aim is to use pupil premium funding to sustain higher attainment for all pupils. We aim to have provision that is fluid and child-led alongside research-based interventions to address gaps in learning for individual pupils. We also aim to ensure that all pupils have a true sense of belonging to our school and develop positive attitudes to learning to enable them to succeed in education in primary school and beyond. Leaders consider ways in which all pupils receive a broad and balanced curriculum, have access to extra-curricular activities and have opportunities to broaden their knowledge, skills and awareness of their local and wider context.  Key Objectives  • Raising standards for eligible pupils to close the gap on national outcomes  • Overcoming the learning barriers of all pupils, with a particular focus on SEMH and disadvantaged  • Improving and maintaining the quality of teaching for all pupils  • Maximising the engagement and readiness to learn for all pupils  • Increasing the attendance of persistent absence of all pupils  A significant amount of the funding is being spent on staffing costs. As a school, we believe that timely and appropriate additional input from skilled professionals is the best method of diminishing the differences in terms of knowledge and understanding between different groups. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Some disadvantaged pupils attaining less well and gaps in learning are hindering progress |
| 2 | Some pupils are persistent absentees or are at risk of becoming persistent absentees - having less than 90% attendance (\*4 out of 30 pupils, 13.3% are persistent absentees. 15 out of 30 pupils, 50% are below the school attendance target of 96.5%). |
| 3 | Mental health and social and emotional (wellbeing) needs can cause a negative impact on progress and attainment |
| 4 | Some pupils eligible for Pupil Premium have additional vulnerabilities (\*10 out of 30 pupils, 33.3% SEND). |
| \*Figures accurate July 2023. | |

## 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.

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| Intended outcome | Success criteria |
| Improved phonics attainment among disadvantaged pupils. | KS1 phonics outcomes in 2025/26 show that more than 62% of disadvantaged pupils met the expected standard (this percentage is based on KS1 reading national for disadvantaged pupils in 2022). |
| Improved reading attainment among disadvantaged pupils. | KS1 reading outcomes in 2025/26 show that more than 51% of disadvantaged pupils met the expected standard (this percentage is based on KS1 reading national for disadvantaged pupils in 2022). |
| Improved writing attainment among disadvantaged pupils. | KS1 writing outcomes in 2025/26 show that more than 41% of disadvantaged pupils met the expected standard (this percentage is based on KS1 reading national for disadvantaged pupils in 2022). |
| Improved maths attainment for disadvantaged pupils at the end of KS1. | KS1 maths outcomes in 2025/26 show that more than 52% of disadvantaged pupils met the expected standard (this percentage is based on KS1 reading national for disadvantaged pupils in 2022). |
| To achieve and sustain improved social and emotional (wellbeing) needs for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing by 2025/26 demonstrated by:   * qualitative data from boxall assessments and teacher observations * a significant increase in participation in extracurricular activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance by 2025/26 demonstrated by:   * the overall attendance is 96.5%+ (in line with the whole school attendance target) |

## 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: £14,115

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Reading  Ensure all relevant staff (including new staff) have received reading CPD from an English Hub provider:  i) word recognition (phonics and fluency) to deliver the phonics scheme effectively  ii) comprehension (retrieval and inference) | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1, 4 |
| Writing  Ensure that all relevant staff (including new staff) have received writing CPD:  i) shape coding  ii) embed high quality vocabulary (purpose and audience) | The SHAPE CODING system was designed  primarily for school-aged children and young people with language disorders. The SHAPE CODING system uses a visual coding system to show the rules for how words are put together in sentences, to develop the child’s understanding and use of grammar, so that they can communicate more effectively. The SHAPE CODING system includes use of shapes (syntactic structures), colours (parts of speech) and arrows (tense and aspect). It aims to be able to represent most aspects of English grammar and thus is flexible enough to be used from the very early word combinations to complex structures.  <https://shapecoding.com/research/>  The EEF guidance is based on a range of the best available evidence:  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1> | 1, 4 |
| Mathematics  Work with the maths hub to embed teaching for mastery across all year groups developing fluency, reasoning and problem solving. | The EEF guidance is based on a range of the best available evidence:  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths> | 1, 4 |

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

Budgeted cost: £25,459

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Reading and Writing  To purchase and embed the following targeted support to develop phonological awareness, phonics, structural awareness, automaticity, fluency, vocabulary and comprehension:  i) Lexia  ii) PM benchmarking  iii) 1:1 RWI phonics | The EEF guidance is based on a range of the best available evidence:  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia>  Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1, 4 |
| Mathematics  Establish small group maths interventions (1st class at number) for disadvantaged pupils falling behind age-related expectations | The EEF guidance is based on a range of the best available evidence:  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber?utm_source=/projects-and-evaluation/projects/1stclassnumber&utm_medium=search&utm_campaign=site_search&search_term=1st> | 1, 4 |
| Nurture  Establish small group nurture interventions (using Boxall Profiling) for disadvantaged pupils who need support with their social, emotional and behavioural development | The EEF guidance is based on a range of the best available evidence:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>  <https://new.boxallprofile.org/#nurture> | 1, 3, 4 |

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

Budgeted cost: £10,026

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance and Punctuality  To improve attendance (96.5%+) and punctuality by:  i) contacting parents on first day of absence  ii) FOS attendance protocols followed  iii) Parents evening discussions  iv) 3 lates = meeting with teacher, 6 lates = meeting with SLT  School are to explore sharing a part-time education welfare officer with another school to support families with attendance and acute need | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities> | 2 |
| Extra curricular opportunities  To provide daily after school clubs. To monitor the uptake of extra curricular activity for disadvantaged pupils and to encourage them to access these opportunities. | The EEF guidance is based on a range of the best available evidence:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity>  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university>  The Social Mobility Council guidance has been informed by research undertook by 100 young people and parents across four different English localities. These datasets provide a unique opportunity to understand both national level patterns (quantifying gaps in participation) as well as detailed explanations for what might  be driving them (qualifying and explaining barriers to participation).  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf> | 3 |
| Social / cultural experiences  To provide termly visits / visitor opportunities. To monitor the uptake of visits / visitors for disadvantaged pupils and to encourage them to access these opportunities. | The EEF guidance is based on a range of the best available evidence:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity>  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university>  The Social Mobility Council guidance has been informed by research undertook by 100 young people and parents across four different English localities. These datasets provide a unique opportunity to understand both national level patterns (quantifying gaps in participation) as well as detailed explanations for what might  be driving them (qualifying and explaining barriers to participation).  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf> | 3 |

**Total budgeted cost: £49,600**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

The table below out details the outcomes for disadvantaged pupils in the 2022 / 23 academic year.

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| Intended outcome | Impact |
| Improved phonics attainment among disadvantaged pupils. | Royd Nursery Infant School phonics attainment for disadvantaged pupils in 2022/23 was 61.5%.  National phonics attainment for disadvantaged pupils in 2021/22 was 62%.  Phonics attainment among disadvantaged pupils has increased from 60% in 2021/22 to 61.5% in 2022/23. Pupil premium funding and recovery premium funding that has enabled interventions such as Lexia and RWI 1:1 have had a strong impact. |
| Improved reading attainment among disadvantaged pupils. | Royd Nursery Infant School reading attainment for disadvantaged pupils in 2022/23 was 50%.  National reading attainment for disadvantaged pupils in 2021/22 was 51%.  Reading attainment among disadvantaged pupils has increased from 37.5% in 2021/22 to 50% in 2022/23. Pupil premium funding and recovery premium funding that has enabled interventions such as Lexia and RWI 1:1 have had a strong impact. |
| Improved writing attainment among disadvantaged pupils. | Royd Nursery Infant School writing attainment for disadvantaged pupils in 2022/23 was 40%.  National writing attainment for disadvantaged pupils in 2021/22 was 41%.  Writing attainment among disadvantaged pupils has increased from 37.5% in 2021/22 to 40% in 2022/23. Pupil premium funding and recovery premium funding that has enabled interventions such as Lexia and RWI 1:1 have had a sound impact in children’s writing attainment (reading develops prior to writing). Furthermore, additional gap teaching opportunities have been provided to some pupils. |
| Improved maths attainment for disadvantaged pupils at the end of KS1. | Royd Nursery Infant School writing attainment for disadvantaged pupils in 2022/23 was 40%.  National maths attainment for disadvantaged pupils in 2021/22 was 52%.  Maths attainment among disadvantaged pupils has decreased from 50% in 2021/22 to 40% in 2022/23. Recovery premium funding was utilised to provide targeted support to pupils through the use of 1st class at number. A greater allocation of pupil premium funding will be assigned to delivering 1st class at number. |
| To achieve and sustain improved social and emotional (wellbeing) needs for all pupils in our school, particularly our disadvantaged pupils. | The table below displays disadvantaged pupils average wellbeing scores at the start and end of the 2022/23 academic year using the Leuven Scale. Level 1 – Extremely Low. Level 2 – Low. Level 3 – Moderate. Level 4 – High. Level 5 – Extremely High.   |  |  |  | | --- | --- | --- | |  | On entry 2022/23 | Summer term 2022/23 | | Reception (9 children) | 3.7 | 3.9 | | Year 1 (12 children) | 4 | 4.1 | | Year 2 (9 children) | 4.1 | 4 |   Pupils wellbeing scores across Reception and Year 1 have increased. School to continue to deliver RSHE lessons and nurture lessons. School to look at expanding nurture lessons. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | School attendance reported:  21/22= 4 of the 16 (25%) pupil premium students were persistent absentees  22/23= 5 of the 24 (20.8%) pupil premium students were persistent absentees  The number of persistent absentees has decreased by from by 4.2% showing a positive improvement. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
| N/A |  |
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