

Pupil premium strategy statement 2021-2024

Ashfield Infant and Nursery School

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	Ashfield Infant & Nursery School, Workington
Number of pupils in school	206 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	R. Field
Pupil premium lead	R. Little
Governor / Trustee lead	D. Wilkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,245 + £620 + £7850 WELL
Recovery premium funding allocation this academic year	£1522.20
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3000
Total budget for this academic year If your school is an academy in a trust that pools this	£41237

funding, state the amount available to your school this academic year.	
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Part A: Pupil premium strategy plan

Statement of intent

All members of our team and our governing body are committed to meeting the pastoral, social and academic needs of our pupil premium children within a caring and nurturing learning environment. Our intention is that each child will develop a love for learning and acquire the skills that will enable them to fulfil their potential. We aim to help them develop resilience and learning behaviours that will support a successful transition to the next phase of their education, and ultimately, into later life.

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are effectively assessed and addressed
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Challenges

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

Challenge number	Detail of challenge
1	Children's Social, Emotional and Mental Health (SEMH) and wider contextual factors can impact on children's progress in school.
2	Children's social, communication and language skills can be a barrier to progression across the curriculum.
3	There is a gap between disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths.

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's well-being is high and positively impacts academic learning.	Children's SEMH is supported across the school, enabling them to develop positive behaviours for learning and resilience (Improved self-confidence, characteristics of effective learning, self-esteem indicators)
Children become more confident communicators with and develop a wide-ranging vocabulary, able	Children's oral language and communication skills

to use language in a range of different contexts effectively.	improve (Tracking and monitoring in school)
Narrowed the gap between disadvantaged and non-disadvantaged children in terms of attainment.	PP children make rapid progress from their starting points in RWM through targeted support and PP children in school achieve at least as well as PP nationally and within 10% of all pupils nationally. (Progress data)
Children will show good levels of progress in all areas as the result of an ambitious and well-planned curriculum that adds cultural capital.	Children acquire key knowledge and skills in the foundation subjects that are the building blocks for future learning.
Home and school work together to support children's learning as part of a shared journey and responsibility. Parents have a good understanding about their child's learning and are able to support them at home.	Parents are engaged with their child's learning, increasing aspirations (Tapestry/Parent Questionnaire/Engagement with parental support initiatives)

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality INSET and sharing good practice to ensure there is quality first teaching for all. To provide a consistent approach in the teaching of core learning and skills. Whole school focus on developing the foundation subjects curriculum.	<i>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</i> EEF	2, 3
No Nonsense Phonics Scheme	<i>'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.'</i> EEF.	3
White Rose Maths resources & Numicon	<i>'Mastery learning has a high impact for a low cost with an impact of +5 months over a year'</i> EEF	3

training & resources	The EEF recommends the use of manipulatives and representations to develop mathematical understanding.	
Training for staff to give children quality feedback.	<i>Providing feedback is a well-evidenced and has a high impact on learning outcomes (+6 months).</i> EEF	3
Using iPads to promote reading engagement and interest, as well as to develop early research skills.	<i>The average reading progress made was +8 months when children read e-books on iPads compared to those reading traditional books. Engagement with reading also increased.</i> National Literacy Trust 2015	3
Jigsaw – Whole school SEL scheme.	<i>‘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.’</i> EEF	1
Communication & Language Interventions	<i>‘Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.’</i> EEF	2, 3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality interventions to address gaps in learning.	<i>Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months’ progress, and appear to be particularly beneficial for children from low income families. (EEF - Early Years Interventions)</i> <i>‘Oral language interventions – very high impact for very low cost based on extensive evidence: + 6 months impact.’</i>	2, 3

	<i>EEF.</i>	
Small group work and 1:1 support to support Social and Emotional Learning	<i>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. They have an average positive impact of +4 months additional progress in academic outcomes over a year. EEF</i>	1, 3

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest Schools	<i>'Studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress' EEF (Teaching and Learning Toolkit)</i>	1, 2, 3
Activities to promote positive well-being	<i>A recent meta-analysis suggested that activities aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement. Further research into this area is currently being undertaken. EEF</i>	1
Parental engagement	<i>Sutton - Parental involvement, +3 months, moderate impact for moderate costs. 'Training parents to teach specific reading skills to their children – a particularly effective approach that can be more than twice as effective as encouraging parents to listen to their children read.' (Institute of Education – Review of Best Practice in Parental Engagement: Practitioners Summary, 2011) "parental engagement +5 months" in EYFS EEF</i>	1, 3

Total budgeted cost: £ 41,000

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 2020 to 2021 academic year.

Aim: To enhance Outdoor Learning provision by developing an outdoor area for Year 1 and to replenish outdoor learning in EYFS existing areas to improve moving and handling (M&H) development and the quality of imaginary play.

Impact: At baseline only 46% of Reception pupils were on track for M&H, this rose to 75% on track the end of the year (Check point 6).

50% of PP pupils were on track for M&H at the start of the year (Check point 1), this rose to 57% at the end of the year (Check point 6). NB Based on cohort less than 10 4/7)

A broader range of play was observed in the outdoor environment through use of the new resources – evidence via Tapestry audits. Children were opened up to more open-ended play, encouraging and allowing more opportunities for imaginative play.

Although resources were bought to develop the shared Year 1 outdoor area, it had limited use due to COVID restrictions which meant that the children were in bubbles. Each class had restricted time in the area due to quarantine rules; this was not sufficient enough to assess the impact of the area and Covid restrictions impacted opportunity for children when not at school.

Please note, the other aims for last year's Strategy are still ongoing this year.

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
Talk Boost	I CAN
NELI	Nuffield Foundation