



Nevill Road Infant School
Strategy Statement for Pupil Premium
Academic Year 2022 / 2023

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged children.

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	Nevill Road Infant School
Number of children in school	258
Proportion (%) of pupil premium eligible children	9.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	11 th October 2022
Date on which it will be reviewed	October 2025
Statement authorised by	Jonathan Whitfield
Pupil premium lead	Emma Stoddart
Governor / Trustee lead	FGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,798
Recovery premium funding allocation this academic year	£0
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	£35,798

Part A: Pupil premium strategy plan

Statement of intent

Nurture **E**njoyment **V**oice **I**ndependence **L**ove of **L**earning
Resilience **D**iscovery

At Nevill Road Infant School we are driven by the desire to provide the best possible education, opportunities and environment for all who are part of our school. As an infant school we are passionate about children's early development and devote our time to embedding a desire for lifelong learning. We ensure that all children are given equal opportunities and equal access to every aspect of the curriculum, including all activities at school. Our school is an inclusive and nurturing environment where all aim high, achieve well and develop self-confidence. Resilience and a love of learning, including positive values and beliefs, cooperation and team work, a sense of community and caring attitudes towards others underpin all our work in school. We provide an exciting, challenging and inspirational setting where children become independent, creative thinkers who are reflective and always striving to extend their learning. We aim to be at the forefront of educational best practice and our children will benefit from our desire to give them access to the latest technological and educational developments.

Our intention is that children at Nevill Road Infant School, irrespective of their background or the challenges they face, will make good or better progress and achieve high attainment across all subject areas, through quality first teaching and increased opportunities for reinforcement of learning. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers, and to provide opportunities and support in the areas in which disadvantaged children require the most help. Research shows that this approach is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. We will aim for disadvantaged children to have access to a wide range of support and interventions in school which will meet their individual needs, which will be identified on the newly designed individual profiles.

We will consider the challenges faced by vulnerable children, such as those who have a social worker or other barriers that they may face. The activity we have outlined in this statement is intended to support the needs of all children, regardless of whether they are disadvantaged or not.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for children whose education has been worst affected, including non-disadvantaged children.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will: ensure disadvantaged children are challenged in the work that they're set; act early to intervene at the point need is identified; adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve.

We know, through assessment and observations, that pupil behaviour, wellbeing and mental health were impacted during the last few years, primarily due to COVID-19-related issues, and the impact was particularly relevant for disadvantaged children. We intend to use pupil premium funding to enhance children's wellbeing, self-esteem, and resilience, and provide pastoral support for all children, and targeted nurture interventions where required. We will offer a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and wellbeing. Over the next three years we aim to build on this approach with the activities detailed in this plan.

Challenges

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

Challenge number	Detail of challenge
1	Assessment data shows that our most disadvantaged children have lower attainment than their peers in Reading, Writing, and Maths from Nursery to Year 2.
2	Observations and discussions show that pupil premium children have less access to rich and varied experiences.
3	Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps amongst many disadvantaged pupils. These are evident from Nursery through to Year 2 and in general, are more prevalent among our disadvantaged children than their peers.
4	Assessments and observations suggest disadvantaged children generally have greater difficulties with comprehension than their peers. This negatively impacts their development as readers and across other subjects.
5	Assessments, observations and discussions with children and families have identified social and emotional, and wellbeing issues for many children. These challenges particularly affect disadvantaged children, including their attainment.
6	Assessments and observations suggest disadvantaged children generally have greater difficulties with writing than their peers. This negatively impacts their development as writers, and across other subjects.

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. Improved attainment of our most disadvantaged children in Reading, Writing, and Maths.	Assessment data shows the attainment of our disadvantaged children is broadly in line with their peers for Reading, Writing, and Maths from Nursery to Year 2.
2. The life experiences of our disadvantaged children are positive, enriched, and varied.	Records demonstrate that our disadvantaged children are attending extra-curricular activities every week and are engaged in learning through access to rich and varied experiences that are evidenced in book looks, lesson observations and classroom displays.
3. Improved oral language skills of our disadvantaged children, and reduced gaps in vocabulary.	Assessments and observations indicate significantly improved oral language and reduced vocabulary gaps amongst our disadvantaged children. Their language skills and vocabulary is broadly in line with their peers. This is evidenced in lessons observations, book looks, and on-going formative assessment, from Nursery to Year 2.
4. Improved comprehension skills of our disadvantaged children, making them successful readers.	Assessment data shows that the comprehension skills of our disadvantaged children is broadly in line with their peers, they are successful readers, and they can access reading in all curriculum subjects. Observations and reading dairies show that children read for pleasure, and reading assessments demonstrate that children understand what they have read.
5. Children are happy and have high confidence, resilience and self-esteem.	Observations and discussions demonstrate that the social, emotional and wellbeing needs of our disadvantaged children are being met, and a positive level of mental health is achieved. This will be triangulated through behaviour reports, observations during playtime and lesson time, my happy mind assessments, and engagement in lessons.
6. Our disadvantaged children will have improved writing skills, making them successful writers.	Assessment data shows that the writing skills of our disadvantaged children are broadly in line with their peers, and they are successful writers. Book looks, lesson observations, and displays around the school demonstrate pride in presentation and writing.

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: £5298

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of our Growth Mindset provision by providing essential CPD to teachers and teaching assistants.	Growth Mindset is key to building many character strengths including resilience, self-esteem, and confidence, promoting wellbeing which can underpin attainment.	1, 3, 4, 5, 6
Provide CPD on Retrieval Practice so that teachers and teaching assistants can confidently support our disadvantaged children with recall.	Retrieval Practice is a technique where children recall what they have learnt. In simple terms, while we focus a lot of our time helping children acquire knowledge, retrieval practice is all about strategies to assist in recalling that knowledge; strengthening retention and encouraging young learners to actively engage with, examine, and use what they have learnt.	1, 3, 4, 5, 6
Purchase of My Happy Mind and subsequent CPD for teachers and teaching assistants.	My Happy Mind is an NHS and science-backed programme for schools that is grounded in the latest research about what it takes to create positive wellbeing.	1, 2, 3, 4, 5, 6
Purchase of The National College to support whole staff CPD around a multitude of subjects.	A highly skilled, intuitive team will benefit the children that we work with. This is based on teacher standard number three which highlights the need to have good curriculum and subject knowledge.	1, 3, 4, 5, 6

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

Budgeted cost: £21873

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teaching of our disadvantaged children regardless of ability in 6 week blocks by Class	The evidence indicates that small group and one to one interventions alongside high quality, targeted teaching can be a	1, 3, 4, 5, 6

Teacher and Teaching Assistant.	powerful tool for supporting disadvantaged children. Targeted Academic Support at: educationendowmentfoundation.org.uk	
Targeted intervention groups based on the individual needs of our disadvantaged children in 6 week blocks by Class Teacher and Teaching Assistant.	The evidence indicates that small group and one to one interventions alongside high quality, targeted teaching can be a powerful tool for supporting disadvantaged children. Targeted Academic Support at: educationendowmentfoundation.org.uk	1, 3, 4, 5, 6
Targeted nurture groups to support children with SEMH and wellbeing.	Research from My Happy Mind informs us about what it takes to create positive wellbeing, and for some of our disadvantaged children, nurture is part of that process.	1, 3, 4, 5, 6
Use of Wellcomm for disadvantaged children who have relatively low spoken language skills to improve oral language and vocabulary skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. Oral Language Interventions at: educationendowmentfoundation.org.uk	3, 4

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

Budgeted cost: £8627

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free school uniforms, for our disadvantaged children from the PTA.	Discussions with children and families inform us that children are aware of how their peers look and of the material possessions that their peers have. This includes school uniform. Our intent is to support families in order to strengthen childrens' wellbeing.	2, 5
Free book bag for disadvantaged children.	Discussions with children and families inform us that children are aware of how their peers look and of the material possessions that their peers have. This includes school uniform. Our intent is to support families in order to strengthen childrens' wellbeing.	2, 5
Free water bottle for disadvantaged children.	Discussions with children and families inform us that children are aware of the material possessions that their peers	2, 5

	have. This includes water bottles. Our intent is to support families in order to strengthen childrens' wellbeing.	
Free extra-curricular activities for disadvantaged children.	Enriching education has intrinsic benefits and all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Enrichment approaches can directly improve childrens' attainment. Life skills and enrichment at: educationendowmentfoundation.org.uk	2, 5
Discounted wrap around care for disadvantaged children.	Discussions with families from disadvantaged backgrounds informs us that in order to support study or work, parents require wrap around care. This is a financial burden for the family, and by offering a discount it makes day to day life more affordable.	2, 5
Free school trips for disadvantaged children.	Enriching education has intrinsic benefits and all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Enrichment approaches can directly improve childrens' attainment. Life skills and enrichment at: educationendowmentfoundation.org.uk	2, 5
Purchase of lunch boxes for disadvantaged children to use during school trips.	Discussions with children and families inform us that children are aware of the material possessions that their peers have. This includes lunch boxes for going on school trips. Our intent is to support families in order to strengthen childrens' wellbeing.	2, 5
Uplift of free school meal for school trips for disadvantaged children.	Discussions with children and families inform us that children are aware of the material possessions that their peers have. This includes the content of childrens' lunch boxes during school trips. Our intent is to support families in order to strengthen childrens' wellbeing.	2, 5
Additional / more in-depth teacher feedback for disadvantaged children.	Providing feedback is a well-evidenced strategy that has a high impact on learning outcomes. Effective feedback must be progressive and include strategies and information for further improvement. Feedback at: educationendowmentfoundation.org.uk	1, 3, 4, 6

Greater celebration of outcomes for disadvantaged children through classroom and whole school displays.	Discussions with children and families inform us that children are aware of the classroom and whole school displays. By placing the work of disadvantaged children onto the displays before the work of non-disadvantaged, it raises self-esteem and confidence.	2, 5
Provide disadvantaged children with more classroom responsibilities, for example, class jobs / monitors, school council, house captains, RJ rangers, hall helpers.	Observations of children in the classroom demonstrate that increased responsibility in the classroom supports children with confidence, engagement, and raises self-esteem.	2, 5
Teachers are aware of the intersectionality of their cohort, for example, PP, PP & SEND, PP & GTMA and this is planned for through the Pupil Premium Profiles.	Professional discussions around barriers to learning indicate that children often fall into one or more group, and therefore, when teachers are aware of the various barriers, they can plan an appropriate provision that meets the needs of every child. Using your pupil premium funding effectively at: educationendowmentfoundation.org.uk	1, 2, 3, 4, 5, 6

Total budgeted cost: £35798

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 children in the 2022 to 2023 academic year.

Our assessments and observations indicated that pupil behaviour (individuals), communication and language, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly valid for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, nurture groups, tutoring, Wellcomm assessments, and as a result, targeted interventions where actioned. The purchase of My Happy Mind, subscription to National College to support staff CPD, and staff training on Growth Mindset and Retrieval Practice have all contributed towards providing disadvantaged children with the best possible support. We are continually building on this approach with the activities detailed in this plan and the School Improvement Plan.

By offering free school uniforms, book bags, water bottles, free extra-curricular clubs and discounted wrap around care, additional teacher feedback, greater celebration through classroom and whole school displays, more classroom jobs, and a greater awareness of intersectionality for our disadvantaged children, it has helped to promote positive wellbeing and self-esteem, as did the offer of free school trips, lunch boxes for school trips, and an uplift on free school meals for school trips.

Due to the increase in positive self-esteem and wellbeing, children are motivated and eager to come to school, and our overall attendance data shows that the attendance of the disadvantaged children has risen from 92.4% in 2021-2022 to 93.6% in 2022-2023, and has remained above the local authority attendance figures for disadvantaged children for both years.

Our data demonstrates that the performance of our disadvantaged children is strong for Reception, with 100% (3) of children reaching the Early Learning Goals in Reading, Writing and Maths. In Year 1, 63% (5) of children achieve age related expectations (ARE) for Reading, 38% (3) for Writing and 50% (4) for Maths, and in Year 2 38% (5) of children achieved ARE for Reading, 46% (6) for Writing, and 38% (5) for Maths. This data will be monitored to determine any trends moving forward, and strategies will be adjusted to ensure the best possible outcomes.

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
My Happy Mind	My Happy Mind
The National College (CPD for staff)	The National College

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Nurture groups and pastoral staff were used to provide support to children from our service family.
What was the impact of that spending on service pupil premium eligible children?	Children have transitioned into school with ease, and one of the children has been assessed as working at greater depth in Year One writing, which is an improvement from their expected level in EYFS.

Further information (optional)

Implementation of strategies not dependant on PP funding:
