



Pupil premium strategy statement 2022-23

This statement details our school's use of Pupil Premium, Early Years Pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
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| School name | West Earlham Infant & Nursery School |
| Number of pupils in school | 170 main school |
| Proportion (%) of pupil premium eligible pupils | 44% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 1 year due to fluctuation in numbers eligible although in general principles will always remain the same |
| Date this statement was published | 24 th September 2022 |
| Date on which it will be reviewed | 24 th September 2023 |
| Statement authorised by | S Mardell HT |
| Pupil premium lead | S Mardell HT |
| Governor | Sheila Lewis Smith |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £112,425 |
| Early Years Pupil Premium funding (estimate based on 21-22) | £9269 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

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| Total budget for this academic year | £121,694 |
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Part A: Pupil premium strategy plan

Statement of intent

| Context |
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| % of FSM in highest percentile compared to national School Deprivation Indicator is in the highest percentile compared to national % children receiving SEN support in highest percentile |
| Key areas of focus |
| <ul style="list-style-type: none"> A. teaching being of a consistently high standard to diminish the difference B. ensuring challenge for higher attaining children C. developing resilience and providing therapeutic support D. improving speech, language and communication skills E. ensuring the maximum number of children pass the phonic check F. ensuring reading is given very high priority G. staff having the appropriate skill set to meet locality need H. families engaging so they can support their child's learning I. ensuring the highest quality early years provision to get children off to the best possible start J. delivering interventions which are highly effective in narrowing the gap |
| Our strategy plan (see below) addresses all of the above, to ensure that all Pupil Premium children achieve their potential. |

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|--|
| 1 | Children now in reception and Y1 , did not access nursery fully (during the pandemic) in the same way as children had pre- and post pandemic |
| 2 | The expected standard for PP KS1 children in reading , writing and maths is lower than their peers |
| 3 | A large number of families seek support and advice for themselves from our FSW because of mental health, cost of living and DV issues |

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| 4 | The school has a high number of children with social, emotional and mental health issues (evidence from Boxall Profile), need for in house alternative school provision to ensure all children's needs are met in order to be successful. |
| 5 | Over the last 5 years, approximately 94% of 2 year olds and 73% of 3 year olds in our nursery are assessed at the beginning of every academic year, with language delay or disorder. This means that 83% of all children entering our nursery have a SLCN. |
| 6 | Many families have poor literacy skills and intergenerational unemployment is a characteristic of our community |
| 7 | High level of families who have had social care/Early Help involvement in the past or currently |
| 8 | Following the pandemic there continues to be a very long wait for involvement from professionals e.g. health visitors, Speech and language Therapists and Paediatricians, at an early stage in a young child's life. Some children now in reception and Y1 continue to experience delayed identification and diagnosis of specific needs eg communication difficulties, ASD and cerebral palsy. |

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 |
|---|--|
| A.To provide the highest quality EYFS environment and pedagogy, based on strong EYFS principles & best practice, with a focus on Prime Areas (Personal, Social & Emotional, Communication & Language and Physical Development) Literacy, Mathematics and the Characteristics of Effective Learning to secure a Good Level of Development by the end of reception. | High quality provision (reception classes of no more than 20) that promotes strong respectful relationships enabling children to thrive and flourish. Attendance is good. Children make good progress from very low starting points and the number of children achieving Good Level of Development improves year on year with the gap between national and school, diminishing. |

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| <p>B. To ensure all PP children are equipped with appropriate skills to support their emotional wellbeing, independence and self regulation, and are therefore able to access mainstream learning in class.</p> | <p>All PP children are able to access learning with the right support, for their SEMH needs. Children in 'alternative provision' (Mulberry Class) have clear entry and exit plans (preferred futures) and appropriate interventions in place with the aim of rejoining their home class.</p> <p>Children with low scores on the Boxall Profile at the start of the year , have improved scores at the end.</p> <p>Reduction in suspensions.</p> |
| <p>C. To ensure the speech, language and communication skills of PP children are fully supported so that maximum progress is made and as many PP students as possible gain age-appropriate language skills necessary for both learning and wellbeing.</p> | <p>Universal support for all PP students to include i) termly practical training sessions for classed-based staff for all areas of speech, language and communication o ensure that all staff can confidently deploy effective strategies to support the SLCN of PP children in their class ii) all new staff will receive Communication Champion training, Word Aware training and Signalong training (as appropriate) to ensure consistency and quality of SLCN support across the school</p> <p>iii) The language skills of all PP children will continue to be monitored every term to ensure continued and sustained progress. and effective target-setting as needed.</p> <p>Targeted support to include i) access to high quality and evidenced -based speech and language therapy programmes such as Early Talk Boost, Talk Boost, NELI for all PP children whose language skills are below what would be expected for their age. ii) termly SALT cafes for parents and carers of children who do not have age-appropriate language skills to ensure that the parents of PP children can play an active and effective part in the development of their child's Speech, Language and Communication</p> <p>Specialist support for all PP students to include i) timely and appropriate onward referrals to appropriate health and education professions ii)</p> |

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| | <p>detailed formal assessment and in depth reports to support the decision-making of other professionals involved in the care of PP children</p> <p>iii) 1:1 therapy as needed for PP children who require higher levels of support for their SLCN</p> |
| <p>D.Additional TA in KS1 to work with children who are at risk of not reaching the expected standard in PHONICS, WRITING COMPOSITION and MATHS</p> | <p>Accelerated progress from starting points at the beginning of KS1.</p> <p>Children able to access learning independently using taught skills.</p> <p>Continued upward trend in number of children passing phonic check.</p> |
| <p>E. To ensure consistently high standards in all staff delivering RWI, including those new to the school.</p> <p>To ensure RWI resources are well maintained and available</p> <p>To ensure that families are supported to help their child at home with reading/phonics</p> | <p>The teaching of phonics is systematic and of a consistently high standard.</p> <p>Half termly RWI assessments and Phonics Screening check indicates PP children make accelerated progress.</p> |
| <p>F .Provide early help/parenting classes, 'Solihull' as a group or 1:1 (support parents' understanding and use of positive behaviour management strategies.)</p> <p>To identify potential barriers to children's learning (domestic, environmental and parent mental health issues) and signpost and support families</p> <p>To provide support with the attendance officer, termly meetings and home visits to ensure attendance is stable despite obstacles.</p> <p>Signpost families to courses within the community to support literacy skills</p> <p>Signpost families to services that can</p> | <p>Increased levels of engagement of families to support their children's education and welfare.</p> <p>PP children whose families are accessing the support and advice of the Family Support Worker, make good progress.</p> <p>Attendance remains high.</p> |

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| support employment, addictions, abuse and financial hardships, mental health and housing. | Decrease the number of families requiring statutory social care intervention. |
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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: £39,645.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--------------------------------------|-------------------------------|
| Reception children access high quality EYFS provision in class of 20 supported by 1 teacher and 1 EYFS trained TA (50% Early Years Teacher & 50% EYFS Teaching Assistant for an additional Reception class) | EEF +6 – Early intervention | 1,5, 9 |

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|---|---|-------------|
| <p>RWI resources available and accessible for staff to teach RWI, regular CPD for all staff (online training and RWI development days)</p> <p>RWI lessons which families including PP families, can access at home, especially in the case of self isolation and targeted</p> | <p>EEF Phonics</p> <p>EEF Parental engagement</p> | <p>2, 7</p> |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,832.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>60% KS1 TA</p> <p>Plugging gaps in phonic knowledge, including red words and phonological awareness.</p> <ul style="list-style-type: none"> - Sentence structure. - Fine motor skills. - Handwriting. - Composition/narrative - developing ideas. - Counting in 1s, 2s, 5s, 10s. - Number bonds to 10/20. - Number knowledge - recognition, understanding what a number is and place value. - regular reading. - comprehension skills. | <p>EEF Teaching Assistant Interventions</p> | <p>2</p> |

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| <p>Speech and Lang therapist 80 % of FT to lead on CPD to ensure all staff confident in understanding of need and challenges and provide daily opportunities for developing communication and language. Also to continue to keep the school up to date with the latest research and to offer support advice to staff carrying out interventions, the SENCo and families</p> <p>Speech Language Assistant (40 % of FT)</p> | EEF Oral Language Interventions | 5, 9 |
|---|---------------------------------|------|

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

Budgeted cost: £41,216

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| Family Support Worker (50% of 4 days employed) | EEF Parental Engagement | 6,7,8 |
| <p>Inclusion team manager (50%)</p> <p>Mulberry class (In house Alternative Provision) Teacher 40 %)</p> <p>ELSA</p> | <p>EEF Behaviour Interventions</p> <p>EEF SEL</p> | 4 |

Total budgeted cost: £121,694.00

Part B: Review of outcomes in the previous academic year 21-22

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

| IMPACT and EVALUATION of 2021-22 Pupil Premium Expenditure | | | |
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| Area of expenditure | Analysis | | |
| A.Early Years Teacher Reception (50%) (EEF +6 – Early intervention) | Pupil Premium (25) children in reception, of which 24% were also on the SEND register, made good progress against age related expectations from very low starting points in another year of significant disruption due to the pandemic. This EExAt data is taken at the end of each term, as teachers complete their assessments. | | |
| | Areas of Learning | Autumn 2021 % of children working below. | Summer 2022 % of children working below. |
| | PSED | 66% | 19% |
| | C&L | 64% | 19% |
| | PD | 16% | 5% |
| | MD | 72% | 45% |
| | L | 88% | 28% |
| | 2% of reception PP children have subsequently moved to our in-house alternative provision (Mulberry class) 8% of reception PP are currently on a diagnostic pathway with community paediatricians. However, it is notable that a further 16% of PP SEND children are in the process of being referred to neurodevelopmental services. 36% of reception PP have Early Help or Children's Services involvement | | |

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|---|---|-----------|----------------|-----------|-------------|-----|-----|-----------------|-----|-----|
| | <p>27% of reception PP have had severe disruption to their community speech therapy this year.</p> <p>Engagement with families throughout the year continued to be a challenge due to COVID restrictions and risk assessments needed. Families engaged well with Class Dojo and teachers found the use of the private messaging function was used increasingly by parents across the year.</p> | | | | | | | | | |
| <p>B .Inclusion team provision (50%)</p> <p>(EEF +8 – Meta Cog and Self reg/pastoral support)</p> | <p>100% of children attending our in house alternative provision (Mulberry class) were PP. They all accessed in-house therapeutic support. 33% of children also accessed specialist one to one weekly mentoring sessions from a social and emotional specialist.</p> <p>There were 5 children who were suspended during 21-22 for causing physical harm to an adult . 2 of these children have now transferred to Junior school. One of the children is now able to access their home class successfully. The other child has transferred into the alternative provision within the Junior school, however applications have been submitted for specialist provision. 1 child has subsequently moved school due to a house move and 2 children are still accessing our Mulberry class, but with increased access to their home classes</p> <p>Having Mulberry allows the children to access learning that meets their very specific SEMH needs and enables their peers in the home class,to access learning that is not disrupted nor compromised by challenging behaviour.</p> <p>All children’s BP scores improved across the year.</p> | | | | | | | | | |
| <p>C .Speech and Lang therapist (50%)</p> <p>EY Speech and Lang TA (50%)</p> <p>. Listening and Attention renewable resources</p> | <p>Funded 3s</p> <p>45% of funded 3s are in receipt of Pupil Premium.</p> <p>Percentages of funded 3s with age appropriate language as assessed on the WellCom</p> <table><tr><td></td><td>September 2021</td><td>July 2022</td></tr><tr><td>PP Children</td><td>42%</td><td>61%</td></tr><tr><td>Non-PP Children</td><td>34%</td><td>47%</td></tr></table> <p>NB Many of the Funded 3s with PP had attended our 2 nursery class for 2 year olds</p> | | September 2021 | July 2022 | PP Children | 42% | 61% | Non-PP Children | 34% | 47% |
| | September 2021 | July 2022 | | | | | | | | |
| PP Children | 42% | 61% | | | | | | | | |
| Non-PP Children | 34% | 47% | | | | | | | | |

YR

44% of children in YR are in receipt of PP

Percentages of YR with age appropriate language as assessed on the WellCom

| | September 21 | July 2022 |
|-----------------|--------------|-----------|
| PP Children | 42% | 81% |
| Non PP Children | 46% | 88% |

Y1

55% of children in Y1 are in receipt of PP

Percentages of Y1 with age appropriate language as assessed on the WellCom

| | September 21 | July 2022 |
|-----------------|--------------|-----------|
| PP Children | 45.5% | 91% |
| Non PP Children | 59.5% | 96% |

Y2

45% of children in Y2 are in receipt of PP

Percentages of Y2 with age appropriate language as assessed on the WellCom

| | September 2021 | July 2022 |
|-----------------|----------------|-----------|
| PP Children | 81.5% | 95.5% |
| Non PP Children | 70% | 76.5% |

Key Stage 1: 50 PP children, 15/50 SEND, 1/50 EAL

11/50 PP children received further assessment and therapy including 1:1 support/group, auditory memory and speech sounds
46/50 assessed as having age appropriate language by Summer

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|---|---|--------------------|---------|---------|---------|---------|-------------------|---------|---------|-------------------|-------|---------|-------------------|
| | <p>The majority of our interventions are targeted at the EYFS where there is highest level of need. The number of children requiring intervention in Y1 & Y2 is testimony to the effectiveness of the school’s approach in the EYFS.</p> <p>Staff training this year included:</p> <ul style="list-style-type: none">• Word Aware• Signalong• WellComm• Early Years Talk Boost• Communication champion training• Listening and Attention | | | | | | | | | | | | |
| <p>D. RWI 1:1/ Maths 1:1 in KS1</p> <p>50% KS1 TA</p> <p>Focus: E, F, J</p> | <p>All PP children were given access to 1:1 intervention time for individual RWI targets, maths targets and specific areas of development in writing.</p> <p>Specific areas targeted during 1:1 interventions included:</p> <ul style="list-style-type: none">- reviewing gaps in phonic knowledge.- developing comprehension skills.- reviewing sentence structure.- practising handwriting.- reviewing place value.- developing number knowledge.- reviewing understanding of the four operations using concrete apparatus.- practising skip counting in 2s, 5s and 10s in order to access multiplication and division calculations. <table><tr><td>Year 1 PP progress</td><td>Sept 21</td><td>June 22</td></tr><tr><td>Reading</td><td>WT 100%</td><td>WT 45% Exp 55%</td></tr><tr><td>Writing</td><td>WT 100%</td><td>WT 84% Exp 12%</td></tr><tr><td>Maths</td><td>WT 100%</td><td>WT 54% Exp 46%</td></tr></table> | Year 1 PP progress | Sept 21 | June 22 | Reading | WT 100% | WT 45% Exp 55% | Writing | WT 100% | WT 84% Exp 12% | Maths | WT 100% | WT 54% Exp 46% |
| Year 1 PP progress | Sept 21 | June 22 | | | | | | | | | | | |
| Reading | WT 100% | WT 45% Exp 55% | | | | | | | | | | | |
| Writing | WT 100% | WT 84% Exp 12% | | | | | | | | | | | |
| Maths | WT 100% | WT 54% Exp 46% | | | | | | | | | | | |

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|--------------------------------|---|----------------------------|---------|---------------------|---------|-------------------|----------------------------|---------|---------|-------------------|-------|---------|-------------------|
| | <table><tr><td>Year 2 PP progress</td><td>Sept 21</td><td>June 22 unvalidated</td></tr><tr><td>Reading</td><td>WT 85% Exp 15%</td><td>WT 48% ExS 45% GD 7%</td></tr><tr><td>Writing</td><td>WT 100%</td><td>WT 70% ExS 30%</td></tr><tr><td>Maths</td><td>WT 100%</td><td>WT 37% ExS 63%</td></tr></table> | Year 2 PP progress | Sept 21 | June 22 unvalidated | Reading | WT 85% Exp 15% | WT 48% ExS 45% GD 7% | Writing | WT 100% | WT 70% ExS 30% | Maths | WT 100% | WT 37% ExS 63% |
| Year 2 PP progress | Sept 21 | June 22 unvalidated | | | | | | | | | | | |
| Reading | WT 85% Exp 15% | WT 48% ExS 45% GD 7% | | | | | | | | | | | |
| Writing | WT 100% | WT 70% ExS 30% | | | | | | | | | | | |
| Maths | WT 100% | WT 37% ExS 63% | | | | | | | | | | | |
| E. RWI resources and training | <p>The below cohorts have all had significant disruption to their learning journey over the last 3 years. All PP children made progress from very low starting points. All PP children made progress and moved at least 2 or more groups (some from very low starting points) over the course of the year.</p> <p>Data for 'expected level' was as follows September 2021 13% of Reception children were expected (3 out of 23 children) 30% of Year 1 children were expected (10 out of 33 children) 50% of Year 2 children were expected (13 out of 26 children)</p> <p>In July 2022 43% of Reception children were expected (9 out of 21 children) 54% of Year 1 children were expected (18 out of 33 children) 52% of Year 2 children were expected (14 out of 27 children)</p> <p>All staff had access to and completed online RWI CPD. CR (literacy lead) also delivered whole staff training during an inset day to ensure that teaching was consistent and accurate.</p> | | | | | | | | | | | | |
| F. Family Support Worker (50%) | <p>47 Families of PP children accessed Family Support worker during 2021-22 This was for a very wide range of issues ranging from:</p> <ul style="list-style-type: none">• lower levels of children who during the year or time in school have been subject to Child Protection (Section 47) or who are subject to Child in need Plan (Section 17) this may be due to thresholds being raised and more intervention through early help.• families accessing Early Help• families with an EHAP (Early Help Action Plan)• domestic abuse• supporting challenging behaviour in school and at home• financial issues• housing | | | | | | | | | | | | |

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| | <ul style="list-style-type: none"> • alcohol/substance abuse • improving attendance • adult mental health • child mental health • imprisonment • Covid related issues <p>In addition, last year many families of PP children were supported with food, clothes parcels and emergency electricity tokens.</p> <p>Higher level of families with mental health difficulties who have sought help.</p> <p>OE</p> <p>Whilst it is difficult to attribute improvement solely to this aspect of Pupil Premium expenditure, it undoubtedly plays a significant role in stabilising home conditions, providing strategies for behaviour management, protecting children from harmful adult behaviours, signposting to appropriate support services and preventing an escalation to CIN/CP.</p> |
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.