



## Pupil premium strategy statement 2023-24

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
School name	West Earlham Infant & Nursery School
Number of pupils in school	182 main school
Proportion (%) of pupil premium eligible pupils	42.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 year
Date this statement was published	19th December 2023
Date on which it will be reviewed	19th December 2023
Statement authorised by	J Hunter Head Teacher
Pupil premium lead	J Hunter Head Teacher
Governor	Sheila Lewis Smith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year including LAC PP+	£113,455

Early Years Pupil Premium funding	£ 9570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£35,166
<b>Total budget for this academic year</b>	<b>£158,191</b>

## Part A: Pupil premium strategy plan

### Statement of intent

#### Context

West Earlham Infant and Nursery school is a 2 form entry school in Norwich which serves an increasingly diverse population. 28% of our children have English as an additional language, 27% of our children have identified special educational needs, and 42% of our children are eligible for pupil premium funding. These are all above the national average.

West Earlham is an area which experiences some of the highest levels of deprivation in the country. The deprivation encompasses many economic disadvantages including income deprivation, employment deprivation, education, health and disability deprivation, crime, barriers to housing and services and living environment deprivation.

We strive to ensure we provide the best education to the children to give them a strong start in their education and reduce the gap that is historically seen for disadvantaged children. We place a high emphasis on identifying need and planning a curriculum which meets the needs of the children from their starting points whilst retaining a relentless focus on ensuring children reach their full potential.

Using the Education Endowment fund Pupil premium guidance, careful planning and strong teaching is shown to have the most impact in closing the attainment gap for those children who are identified as having a disadvantage. Consistently strong, developmentally sensitive teaching is critical in changing the outcomes for children. An offer of targeted support at the right time for the right child is essential in narrowing the gap as soon as it is identified and a wider school ethos which supports the needs of our school community is essential in ensuring we collectively engage with all stakeholders in a meaningful and respectful manner.

To this end we have developed a curriculum which is based on firm foundations of what we know about how children at West Earlham Infant and Nursery school learn, ensuring it is appropriately sequenced to allow children the opportunity to revisit learning often so it is committed to long term memory.

### Key areas of focus

- A. teaching being of a consistently high standard to reduce the gap between Pupil Premium and non-Pupil Premium.
- B. developing resilience and providing therapeutic support
- C. improving speech, language and communication skills
- D. ensuring the maximum number of children pass the phonic check
- E. ensuring reading is given very high priority
- F. ensuring the highest quality early years provision to get children off to the best possible start
- G. delivering interventions which are highly effective in reducing 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	Reading - 87% of children started this academic year working below age related expectations. Many children started this academic year with below age related expectations. The children are assessed within the first 4 weeks of starting school to ensure we are able to group them accordingly and start phonics from their own starting point. This ensures children are making accelerated progress. Children are taught in small groups which allows the adult to personalise the learning more and give closer attention to each child.
2	Writing - 90% of children started this academic year working below age related expectations. We are two years into a three year journey in embedding Talk 4 Writing. An approach which enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.
3	Maths - 86% of children started this academic year working below age related expectations. We are a member of the Maths Mastery hub to ensure our teaching of maths, our maths environments and interventions are high quality. The maths hub ensures that all staff are delivering high quality teaching and excellence in maths. We have regular visits from external experts to support our development in this.
4	Emotional Literacy and resilience is low amongst many children and parents. We have many children who are identified on the SEND register as having Social, emotional and mental health needs. We know that many parents also suffer from poor mental health. To this end we provide a range of interventions to both children and families to ensure those needs are well supported.

5	Speech and Language identification and support - 33% of children started this academic year with language which is below age appropriate expectations. We use the WELLCOMM assessment tool to assess all children every term so we can target the support needed through our universal, targeted and specialist support.
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## 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
<p><b>A. Reading:</b> To ensure the needs of all PP children are fully supported to make good progress in phonics across the academic year bringing them closer or to age related expectations.</p>	<p>High quality teaching verified by RWI consultant.</p> <p>Daily timetable small group teaching.</p> <p>Daily timetabled individual intervention.</p> <p>Assessment weeks built into timetable.</p> <p>Children to be confident, fluent readers moving through the scheme across the academic year.</p> <p>Children not making appropriate progress, identified and an appropriate intervention put into place swiftly to prevent the progress from further halting.</p>
<p><b>B. Writing:</b> To ensure the needs of all PP children are fully supported to ensure maximum progress in writing across the academic year bringing them closer or to age related expectations.</p>	<p>For the T4W approach to be embedded across the school.</p> <p>Daily timetabled teaching of writing.</p> <p>Opportunities for all children to practise their writing within the environment.</p> <p>Daily intervention to support children identified needing additional support with their writing.</p>

<p><b>C. Maths:</b> To ensure the needs of all PP children are fully supported to ensure maximum progress in maths across the academic year bringing them closer or to age related expectations.</p>	
<p><b>D. Communication and Interaction:</b> To ensure the speech, language and communication needs 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 by the end of year 2.</p>	<p>Universal support for all PP students to include i) timely practical training sessions for classed-based staff for all areas of speech, language and communication to 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 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 and therapy through stories for all PP children whose language skills are below what would be expected for their age. ii) timely 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) detailed formal assessment and in depth reports to</p>

	<p>support the decision-making of other professionals involved in the care of PP children iii) 1:1 therapy as needed for PP children who require higher levels of support for their SLCN.</p> <p>Clear care pathways established and shared with all staff to ensure prompt identification of need and assessment data is used to plan provision effectively.</p>
<p><b>E. In class support:</b> Additional TA in KS1 class to work with children who are at risk of not reaching the expected standard in phonics, writing and maths.</p>	<p>Accelerated progress from starting points at the beginning of KS1.</p> <p>Children are able to access learning independently using taught skills.</p> <p>Continued upward trend in the number of children passing phonic check.</p>
<p><b>F. RWI:</b> 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>Fortnightly CPD undertaken by TA's and regular CPD undertaken by teachers.</p> <p>Weekly monitoring of teaching and learning of Phonics across the school by teaching lead.</p> <p>Links to RWI video's sent home weekly to the lowest 20% of children, to support learning at home.</p>

<p>F . <b>Parenting and pastoral support:</b> 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. To problem solve with parents how to overcome attendance barriers.</p> <p>Signpost families to courses within the community to support literacy skills. Signpost families to services that can support employment, addictions, abuse and financial hardships, mental health and housing.</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. Attendance for children with low attendance improves with collaborative working with parents.</p> <p>Decrease the number of families requiring statutory social care intervention.</p>
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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: £ 68,673.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Reception children access high quality EYFS provision in class of 20 led by 1 teacher and 1 EYFS trained TA. 100% of teacher 100% of EYFS teaching assistant.	EEF +6 – Early intervention	1,2,3
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £23,082.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivered by teaching assistant across school:</p> <p>Reading intervention - plugging gaps in phonic knowledge, including red words and phonological awareness. Intervention to support: Sentence structure. Fine motor skills. Handwriting. Composition/narrative Developing ideas Regular reading Comprehension skills.</p> <p>Maths interventions using mastery approach. Intervention to support: Recognition, understanding of number and place value. Counting in 1s, 2s, 5s, 10s. Number bonds to 10/20 Number sense</p>	EEF Teaching Assistant Interventions	1,2,3



Speech Language Assistant (40 % of FT) To provide interventions to children across main school under the direction of Speech and Language therapists.	EEF Oral Language Interventions	5, 9
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £66435.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker to support children and families needing parenting support, leading EHAP's, working within CiN and CP frameworks	EEF Parental Engagement	4
ELSA and Wow Practitioner to work with children to build emotional literacy and resilience. To work with parents to deliver a Working on worries programme delivering Cognitive Behaviour Therapy strategies to support children with anxiety.  To attend training to be an EBSA practitioner - Emotion Based School Avoidance support practitioner.	EEF SEL	4

<p>Inclusion team manager (50% of 0.8 FTE)</p> <p>To support inclusion across the school. To ensure inclusion plans and strategies are in place to ensure children are able to access learning within their class and are learning to co-regulate with the aim of self regulation eventually.</p>	<p>EEF Behaviour Interventions</p>	<p>4</p>
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**Total budgeted cost: £158,191**

## Part B: Review of outcomes in the previous academic year 22-23

### 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 2022 -23 Pupil Premium Expenditure				
Area of expenditure		Analysis		
A.Early Years Teacher Reception  (EEF +6 – Early intervention)		Pupil Premium (25)children in reception, of which 24% were also on the SEND register, made good progress against <b>age related expectations</b> 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.		
		<b>Areas of Learning</b>	<b>Autumn 2022 % of children working below.</b>	<b>Summer 2023 % of children working below.</b>
		PSED	66%	19%
		C&L	64%	19%

	<table border="1" data-bbox="496 165 1410 416"> <tr> <td data-bbox="496 165 804 248">PD</td> <td data-bbox="804 165 1102 248">16%</td> <td data-bbox="1102 165 1410 248">5%</td> </tr> <tr> <td data-bbox="496 248 804 331">MD</td> <td data-bbox="804 248 1102 331">72%</td> <td data-bbox="1102 248 1410 331">45%</td> </tr> <tr> <td data-bbox="496 331 804 416">L</td> <td data-bbox="804 331 1102 416">88%</td> <td data-bbox="1102 331 1410 416">28%</td> </tr> </table> <p data-bbox="496 434 1422 521">2% of reception PP children have subsequently moved to our in-house alternative provision (Mulberry class)</p> <p data-bbox="496 562 1422 712">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.</p> <p data-bbox="496 719 1422 801">36% of reception PP have Early Help or Children’s Services involvement</p> <p data-bbox="496 842 1422 925">27% of reception PP have had severe disruption to their community speech therapy this year.</p> <p data-bbox="496 965 1422 1160">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>	PD	16%	5%	MD	72%	45%	L	88%	28%
PD	16%	5%								
MD	72%	45%								
L	88%	28%								
<p data-bbox="165 1189 485 1444">B .Inclusion team provision (50%)  (EEF +8 – Meta Cog and Self reg/pastoral support)</p>	<p data-bbox="496 1189 1422 1368">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 data-bbox="496 1408 1422 1771">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 data-bbox="496 1812 1422 1991">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 data-bbox="496 2031 1422 2063">All children’s BP scores improved across the year.</p>									

C. Speech and Language therapist (50%)

**Funded 3s**

45% of funded 3s are in receipt of Pupil Premium.

Percentages of funded 3s with age appropriate language as assessed on the WellCom

	September 2022	July 2023
PP Children	42%	61%
Non-PP Children	34%	47%

NB Many of the Funded 3s with PP had attended our 2 nursery class for 2 year olds

**YR**

44% of children in YR are in receipt of PP

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

	September 2022	July 2023
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 2022	July 2023
PP Children	45.5%	91%
Non PP Children	59.5%	96%

**Y2**

45% of children in Y2 are in receipt of PP

	<p>Percentages of Y2 with age appropriate language as assessed on the WellCom</p> <table border="1" data-bbox="496 282 1410 490"> <thead> <tr> <th></th> <th>September 2022</th> <th>July 2023</th> </tr> </thead> <tbody> <tr> <td>PP Children</td> <td>81.5%</td> <td>95.5%</td> </tr> <tr> <td>Non PP Children</td> <td>70%</td> <td>76.5%</td> </tr> </tbody> </table> <p><b>Key Stage 1:</b> 50 PP children, 15/50 SEND, 1/50 EAL</p> <p>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</p> <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 &amp; 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"> <li>• Word Aware</li> <li>• Signalong</li> <li>• WellComm</li> <li>• Early Years Talk Boost</li> <li>• Communication champion training</li> <li>• Listening and Attention</li> </ul>		September 2022	July 2023	PP Children	81.5%	95.5%	Non PP Children	70%	76.5%
	September 2022	July 2023								
PP Children	81.5%	95.5%								
Non PP Children	70%	76.5%								
<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"> <li>- reviewing gaps in phonic knowledge.</li> <li>- developing comprehension skills.</li> <li>- reviewing sentence structure</li> <li>- practising handwriting.</li> <li>- reviewing place value</li> </ul>									

- developing number sense
- 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.

Year 1 PP progress	Sept 2022	June 2023
Reading	WT 100%	WT 45% Exp 55%
Writing	WT 100%	WT 84% Exp 12%
Maths	WT 100%	WT 54% Exp 46%

Year 2 PP progress	Sept 2022	June 2023
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

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.

Data for 'expected level' was as follows

September 2022

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)

In July 2023

43% of Reception children were expected (9 out of 21 children)

	<p>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>
<p><b>F. Family Support Worker (50%)</b></p>	<p>47 Families of PP children accessed Family Support worker during 2022-23 This was for a very wide range of issues ranging from:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• families accessing Early Help</li> <li>• families with an EHAP (Early Help Action Plan)</li> <li>• domestic abuse</li> <li>• supporting challenging behaviour in school and at home</li> <li>• financial issues</li> <li>• housing</li> <li>• alcohol/substance abuse</li> <li>• improving attendance</li> <li>• adult mental health</li> <li>• child mental health</li> <li>• imprisonment</li> <li>• Covid related issues</li> </ul> <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>

## 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.*