Pupil premium strategy statement 2024-27

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 **(3 year plans are recommended)**	3 year
Date this statement was published	19th December 2024
Date on which it will be reviewed	19th December 2027
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+	£118,650
Early Years Pupil Premium funding	£13,788

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year	£132,438

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. 32.4% of our children have English as an additional language, 21.4% of our children have identified special educational needs, and 39% 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, precise 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 enabling the child to catch up 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. We know our children need strong routines, learning delivered in a clear and sequenced format with a strong emphasis on language development.

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 enabling children to catch up and keep up

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 - 58% 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 - 67% of children started this academic year working below age related expectations. We are now embedding a 3 year piece of CPD project from 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 - 58% 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 which is evidenced through teacher observations and Boxall profile assessments. 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 - 41% 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.

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. Reading: 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.	High quality teaching verified by RWI consultant. Daily timetable small group teaching. Daily timetabled individual intervention. Assessment weeks built into timetable. Children to be confident, fluent readers moving through the scheme across the academic year. Children not making appropriate progress, identified and an appropriate intervention put into place swiftly to prevent the progress from further halting.
B. Writing: 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.	For the T4W approach to be embedded across the school. Daily timetabled teaching of writing. Opportunities for all children to practise their writing within the environment. Daily intervention to support children identified needing additional support with their writing.

C. Maths: 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.	For the maths mastery approach to be embedded across the school. Daily intervention to support gaps in knowledge and misconceptions or practise applying key concepts.
D. Communication and Interaction: 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.	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 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. 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) 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 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 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. Clear care pathways established and shared with all staff to ensure prompt identification of need and assessment data is used to plan provision effectively.
E. In class support: Additional TA across each KS1 year group to work with children who are at risk of not reaching the expected standard in phonics, writing and maths.	Accelerated progress from starting points at the beginning of KS1. Children are able to access learning independently using taught skills. Continued upward trend in the number of children passing phonic check.
F. RWI: To ensure consistently high standards in all staff delivering RWI, including those new to the school. To ensure RWI resources are well maintained and available. To ensure that families are supported to help their child at home with reading/phonics.	The teaching of phonics is systematic and of a consistently high standard. Half termly RWI assessments and Phonics Screening check indicates PP children make accelerated progress. Fortnightly CPD undertaken by TA's and regular CPD undertaken by teachers. Weekly monitoring of teaching and learning of Phonics across the school by teaching lead. Links to RWI video's sent home weekly to the lowest 20% of children, to support learning at home.

F . **Parenting and pastoral support:** Provide early help/parenting classes, 'Solihull' as a group or 1:1 (support parents' understanding and use of positive behaviour management strategies.)	Increased levels of engagement of families to support their children's education and welfare.
To identify potential barriers to children's learning (domestic, environmental and parent mental health issues) and signpost and support families with the right intervention at the right time.	PP children whose families are accessing the support and advice of the Family Support Worker, make good progress.
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.	Attendance remains high. Attendance for children with low attendance improves with collaborative working with parents.
Signpost families to courses within the community to support literacy skills, wellbeing support, road back to employability, addictions, abuse and financial hardships, mental health and housing.	Decrease the number of families requiring statutory social care intervention.

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: £12,890

Activity	Evidence that supports this approach	Challenge number(s) addressed

Reception children access high quality interventions to support accelerated learning from low starting points.	EEF +6 – Early intervention	1,2,3

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

Budgeted cost: £49,173

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivered by teaching assistant across school: 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. 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	EEF Teaching Assistant Interventions	1,2,3

Speech Language Assistant (50 % of FT) To provide interventions to children across main school under the direction of Speech and Language therapists.	EEF Oral Language Interventions	5, 9

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

Budgeted cost: £70,375

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. ELSA practitioner has recently completed EBSA course to support attendance.	EEF Social and Emotional Literacy	4

Inclusion team manager (50% of 0.8 FTE) 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.	EEF Behaviour Interventions	4

Total budgeted cost: £132,438

Part B: Review of outcomes in the previous academic year 24-25

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

IMPACT and EVALUATION of 2024-25 Pupil Premium Expenditure

Area of expenditure	Analysis
A.Early Years Teacher Reception (EEF +6 – Early intervention)	Pupil Premium (24) children in Reception, of which 30% were also on the SEND register, made good progress against **age related expectations** from very low starting points. This data is taken at the end of each term, as teachers complete their assessments.

Areas of Learning	Autumn 2024 % of children working below.	Summer 2025 % of children working below.
PSED	56%	32%
C&L	60%	42%
PD	52%	36%
L	84%	80%

<table>
<tr>
<td>B Inclusion team provision (50%)

(EEF +8 – Meta Cog and Self reg/pastoral support)</td>
<td>We now have two enhanced Send provisions within school. One focussed on cognition and learning and one complex needs, Mulberry class and Blossom class.

These provisions have both enabled children to access learning that is bespoke to their needs and staff are able to pace the learning to match the child. The children have been attending well and support is given in a consistent and carefully planned manner.

Inclusion manager is able to support with developing inclusion plans and ensure these are reviewed as necessary. Inclusion manager is able to advise of strategies and support needed for each individual child where necessary.

The children show us that they are settled, content and feel safe within the provisions. Advice was sought from educational psychologists and occupational therapists regarding the setting up of the environment and the resources available. Advice was sought from a specialist teacher regarding planning an adaptive curriculum.</td>
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<td>C. Speech and Language therapist (50%)</td>
<td>YR R

49% of children in YR are in receipt of PP

Percentages of YR with age appropriate language as assessed on the WellCom
<table>
<tr><td></td><td>September 2024</td><td>July 2025</td></tr>
<tr><td>PP Children</td><td>39%</td><td>52%</td></tr>
<tr><td>Non PP Children</td><td>48%</td><td>70%</td></tr>
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Y1

45% of children in Y1 are in receipt of PP

Percentages of Y1 with age appropriate language as assessed on the WellCom
<table>
<tr><td></td><td>September 2024</td><td>July 2025</td></tr>
<tr><td>PP Children</td><td>59%</td><td>96%</td></tr>
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	<table><tr><td>Non PP Children</td><td>84%</td><td>94%</td></tr></table> **Y2** 43% of children in Y2 are in receipt of PP Percentages of Y2 with age appropriate language as assessed on the WellCom <table><tr><td></td><td>September 2024</td><td>July 2025</td></tr><tr><td>PP Children</td><td>96%</td><td>96%</td></tr><tr><td>Non PP Children</td><td>82%</td><td>89%</td></tr></table>Staff training this year included: • Developing individual language targets • Using WELLCOMM assessment sheets • Developing whole class targets • Auditory sound discrimination • Speech sound hierarchy • WIDGITS • Using core boards in class. • Introduction of AET Assessment programming tool
D. RWI 1:1/ Maths 1:1 in KS1 50% KS1 TA Focus: E, F, J	All PP children were given access to 1:1 intervention time for individual RWI targets, maths targets and specific areas of development in writing. Specific areas targeted during 1:1 interventions included: - reviewing gaps in phonic knowledge. - developing comprehension skills. - reviewing sentence structure - practising handwriting. - reviewing place value - 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 Attainment	Sept 2024	July 2025
Reading	WT 32%	WT 37% Exp/GD 63%
Writing	WT 69%	WT 50% Exp/GD 60%
Maths	WT 35%	WT 29% Exp/GD 71%

Year 2 Attainment	Sept 2024	July 2025
Reading	WT 32%	WT 37% ExS 49% GD 14%
Writing	WT 79%	WT 40% ExS 47% GD 13%
Maths	WT 52%	WT 30% ExS 70%

F. Family Support Worker (50%)

Over 45% of families accessed Family Support worker during 2024-25 This was for a very wide range of issues ranging from:

- 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
- alcohol/substance abuse
- improving attendance
- adult mental health
- child mental health
- imprisonment
- family bereavements

	In addition, last year many families of PP children were supported with emergency food boxes and clothes parcels. We have also established an in house food bank which is regularly accessed by a number of families. Higher level of families with mental health difficulties who have sought help. 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 working to prevent an escalation to Child in Need or Child Protection.