

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Herne CE Infant and Windmill Nursery School.
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	12.96% combined PP & EYPP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	September 2027
Statement authorised by	FGB
Pupil premium lead	Angie Cox
Governor / Trustee lead	James Browning

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 43,540
Recovery premium funding allocation this academic year	£1329
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	£ 44,869

Part A: Pupil premium strategy plan

Statement of intent

The school has a long term strategy statement for Pupil Premium which focusses on making targeted and sustained differences over time. This includes support for identified pupils who may be working below expected levels, or requiring specific intervention to narrow the gaps in their learning or meet their individual needs as well as those who require enrichment or extension activities to ensure they are working towards or at greater depth standard.

Quality first teaching is integral to our approach, with a focus on areas in which disadvantaged pupils require the most support. With the aim being to have the greatest impact on closing the attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 pupils excel. To ensure they are effective we will:

- Dedicated time in the Hive for nurture groups with the aim being to develop confidence, risk taking skills and communication skills. Measured through pupil's wellbeing and involvement on the Leuven scale.
- TA hours for specific training enabling staff to provide effective focused intervention meeting the needs of the children. Little Wandle Letters and Sounds Revised Catch Up sessions, Numicom, precision teaching, speech and language, mindfulness and wellbeing, nurture/emotional intervention.
- Early Years intervention for children with speech difficulties and additional support for children who require Gross and fine motor development – Fizzy, Clever Fingers
- Dedicated leadership time for professional dialogue specific to the analysis, interpretation and implementation of PP initiatives.
- Pupil Premium support to include targeted group support for disadvantaged children and individual or group in-class support
- Play therapy for identified PP funded children
- Pay School Voluntary fund for PP funded children
- Pay for School milk for PP funded children
- Pay for School clubs for PP funded children
- Help with finance towards school uniform for PP funded children
- Help with payment towards attending breakfast and after school care for identified PP funded children.

- Targeted support from school Wellbeing Team for emotional and wellbeing needs.
- Enabling children to access time with key adults across the school checking in on emotional states and offering opportunities to share thoughts and feelings.
- Additional spare clothes for regular events for example swimming kits, dressing up for World book day and Children in need day.

Key Principles

We organise teaching and learning at Herne in order to meet the needs of all of our children in the best way.

- We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals.
- Not all interventions are measureable in terms of attainment outcomes, but research shows that wider opportunities and extended provision can raise self-esteem and increase learner confidence

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Year 2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that attainment in writing among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Differences in cultural capital mean that some children are not able to access wider opportunities or facilitate children's involvement in special occasions e.g. Christmas jumper day.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Children will make expected or better than expected progress over the school year.
Improved writing attainment for disadvantaged pupils at the end of KS1.	Children will make expected or better than expected progress over the school year.
Enrichment and richness of learning opportunities and engagement in all aspects of school life which improve cultural capital and aspirations.	All children will experience a culturally rich curriculum. Enrichment opportunities can directly improve pupils attainment (EEF)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a steady increase in Leuven Scale data. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £24,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excel-	3

We will fund teacher release time to embed key elements of guidance in school and to access CPD supporting writing strategies and approaches? Resources and CPD (including Teaching for Mastery training).	lence in the Teaching of Mathematics, drawing on evidence-based approaches: <u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u> The EEF guidance is based on a range of the best available evidence: <u>Improving Mathematics in Key Stages 2 and 3</u>	
Utilise the 'Great teacher toolkit' to support staff CPD and strive for teaching excellence.	Raising the quality of teaching within schools is likely the single most effective method we have for improving student attainment and equity (Evidence Based Education) The Great Teacher Toolkit is an evidenced based approach to continued teacher professional development. It focusses on the things teachers know, do and believe that research has shown to make the biggest difference to student learning.	1,2,3,4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <u>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</u>	5
Fund a 'Wellbeing Womble' to address concerns around individual and groups of children – wellbeing, confidence etc.	Many children have significant social, emotional or behavioural needs. Some have ongoing home issues and some lack confidence. All these factors can result in high levels of emotional need, lack of resilience and poor mental wellbeing. Children who are well supported emotionally are more likely to be 'learning ready' and succeed.	5

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

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Language Link	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 EEF (educationendowmentfoundation.org.uk)	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in line with our SSP Little Wandle Letters and Sounds revised.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engage with Coastal Family Hub for individual support for children and group parental support	Parental engagement has a positive impact on average of 4 months' additional progress. EEF has found that parental engagement strategies are typically more effective with parents of very young children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Wellbeing team support meetings with parents	Providing practical strategies such as Parent Workshops, with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide 3 8 generic help to their children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
ELSA support and Play Therapy	More specialised programmes which use elements of social and emotional learning are targeted at students with particular social or emotional needs. Our trained and accredited Emotional Literacy Support Assistant (ELSA) works with children to improve their decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This has been shown by EEF to have a positive impact on average of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
Specialist Teaching Service, Educational Psychology Service and other specialist external agencies to support those children	Some children in receipt of PP funding have complex and specific SEND, which need specialist input and guidance.	1,2,3,5

with specific SEND providing advice and direction to school staff		
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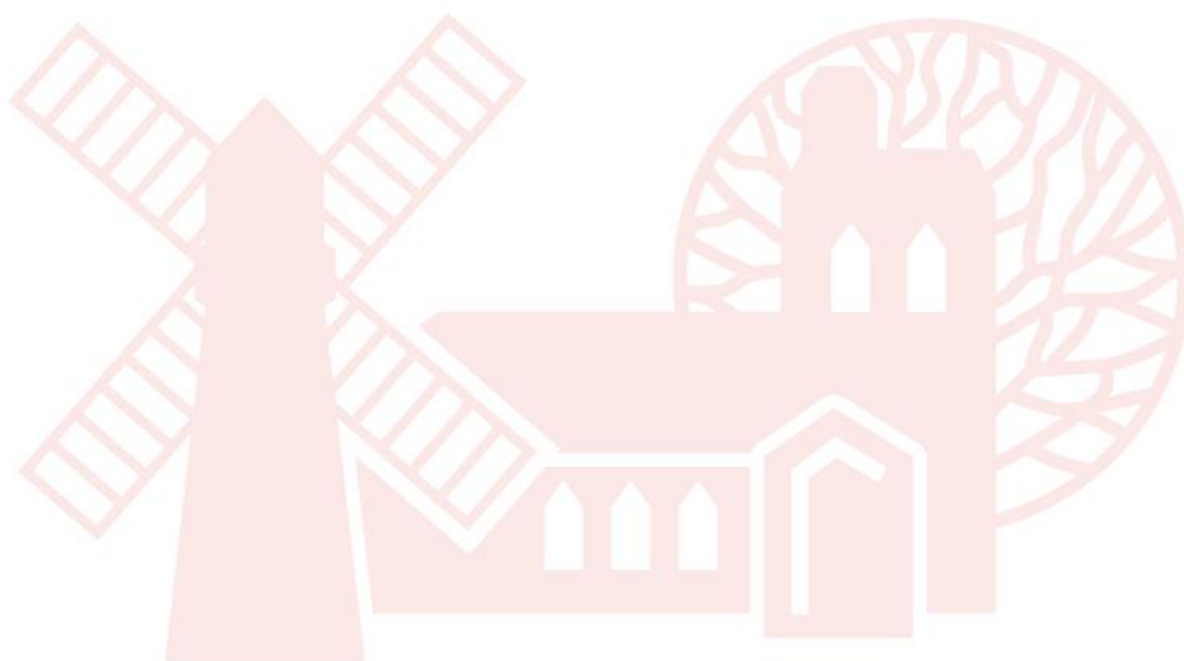
Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management, de-escalation and attachment approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Increased enrichment opportunities – staff and external agency led after school clubs	All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education. [Much research] goes beyond this and argues that enrichment opportunities can directly improve pupil's attainment (EEF)	4.5
Parental engagement sessions – workshops, curriculum evenings, events, Family Support Worker led sessions, book club / reading sessions.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment (EEF) The focus for these sessions must be to include and 'bring in' those families who would most benefit from this support and encourage engagement with school where parents may feel reluctant.	1,2,3,4,5,
Subsidising additional educational resources at home, appropriate school uniform and the		5

same opportunities to take part in educational visits		
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Total budgeted cost: £47,000



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 2023 to 2024 academic year.

- The focus on improved language skills for children in the EYFS has continued due to the need for effective speech and language skills. This progress has been measured using tracking systems which evidence each child's individual progress.
- We have continued to engage with Coastal Family Hub to ensure that our most vulnerable children and families have access to a Parent Support Worker, we are hoping to continue this next year.
- The Wellbeing Womble role continues to have impact. We have seen a huge increase in need and she currently has over 50 cases open. As her role has become full time we are seeing the impact of her work especially with our parents. The Sunshine Club has been hugely successful and this has informed the workshops that we present to parents.
- Teachers have an appropriate amount of time out of class to ensure that monitoring in their subject area takes place. This ensures that the lowest achieving 20% are tracked to ensure that opportunities to enable accelerated progress occurs.
- Phonics data indicates that 4/11 children (36%) in Y1 and 8/9 children (89%) in Y2 in receipt of pupil premium funding reached the required standard in the phonic screening check. Phonics will remain a priority for us next year. Despite the systematic approach we are finding that it is taking our children longer to remember and recall Phonic knowledge.
- In Year R 6/13 (46%) achieved expected standard in reading
- 3/13 (23%) achieved expected standard in writing
- 8/13 (62%) achieved expected standard in maths
- 3/13 (23%) achieved a Good Level of Development
- In Year 2, end of Key Stage 1 4/9 (44%) achieved the expected standard in reading
- 4/9 (44%) achieved the expected standard in writing with 1 child (11%) achieving Greater Depth
- 4/9 (44%) achieved the expected standard in maths with 1 child (11%) achieving Greater Depth
- Parents and families continue to be well supported by the school. 100% Parental engagement at parent's evenings was very high. This enables a joint approach to children's educational journey and appropriate support. This is especially important for our "hard to reach" families. We are finding that this is taking increasingly more of our time.
- Families received items of uniform, resources to support home learning and contributions to wider activities in school.
- 100% of PP children accessed clubs or wider opportunities.

