

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	John of Gaunt Infant and Nursery School
Number of pupils in school	196 (whole School) 158 (main school only)
Proportion (%) of pupil premium eligible pupils	18% (whole school) 20% (main school only)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	5.11.2021
Date on which it will be reviewed	5.11.2022
Statement authorised by	Clare Toplis
Pupil premium lead	Clare Toplis
Governor / Trustee lead	Helen Cox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 46,930
Recovery premium funding allocation this academic year	£4,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At John of Gaunt Infant and Nursery School, it is really important that we use the pupil premium funding, that we receive, effectively in order to attempt to diminish the difference.

We aim to raise the attainment and progress of disadvantaged pupils so that their performance compares favourably with non-disadvantaged pupils in school and nationally.

We endeavour to address inequalities in the education of pupils from low-income families with the aim of raising the attainment of these pupils; to do this we have been researching how other schools have used their funding and how they have achieved the greatest impact.

Having given a great deal of consideration to how best to use this funding, it is really important that all of our staff have a greater understanding of the different reasons why the pupils in this category may not currently achieve as highly as others.

Prioritising teacher development with the aim of improving teaching and learning within the classroom has been proven to have the greatest impact on the attainment of pupils.

The EFF attainment gap report 2017 identifies what happens in the classroom as making the biggest difference to pupils learning especially for pupil premium pupils. High quality teaching has a positive impact on all pupils but especially disadvantaged pupils (Rivkin et al, teachers, schools and academic achievement, 2005). Implementing effective whole school strategies that develop the quality of teaching is therefore an important aspect.

We appreciate that closing the attainment gap is a long term process rather than a quick fix. Therefore, we accept that sometimes we might not always reap the benefits of what we sow, but Aylsham Learning Federation colleagues might at Bure Valley School or Aylsham High school.

We will continue to endeavour to provide support to our most disadvantaged pupils and their families with the aim of maintaining educational equity.

In order to achieve our aims of improving outcomes for those pupils eligible for pupil premium, we will continue to strive to ensure that outstanding teaching and learning is a consistent and relentless focus. This is paramount to the progress of all of our pupils

and through this, we will be well placed to further improve outcomes for pupils from disadvantaged backgrounds.

Rather than simply use the pupil premium label to target pupil premium pupils with generic interventions, we will endeavour to identify pupils first and foremost by their educational need, as this is a more effective way to approach the work of improving pupil's outcomes. This will allow teachers to look beyond the pupil premium label so that they can address a pupil's barriers to learning and cognitive learning needs.

Research in to the neuroscience of socio-economic status is a new but rapidly growing field. Differences, based on a pupil's socio-economic status, have been consistently observed for working memory, inhibitory control, cognitive flexibility and attention (Daniel Hackman et al, socioeconomic status and executive function).

Teachers will focus on effective classroom practice to address these areas and will need to use instructional methods that give pupils the best possible chances of success given these variations in cognitive function.

Challenges

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

Challenge number	Detail of challenge
1	Immature social skills
2	Immature language development. Literacy skills and reading ability
3	Low academic starting point
4	Limited knowledge and understanding of the wider, cultural world
5	Mental Health and well being

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
Children will have developed their social skills so that they are able to play and interact well with others	Children will play well in EYFS Children's behaviour will be in line with our behaviour policy and expectations Children will be able to identify their feelings, talk about them and work to manage their emotional literacy

<p>Children's language development will be in line with their peers</p>	<p>Children will have been screened and then supported using the WellComm programme</p> <p>Children's language will be developed as part of their everyday work including a focus on vocabulary, using full sentences and high expectations</p>
<p>Children will make progress from their starting point with both their phonics and their reading. Our aim would be for children to be at the expected standard with their phonics and reading</p>	<p>All children will follow the RWI program for phonics, reading and writing</p> <p>The lowest 20% have been identified and are supported through the fast track tutoring program</p>
<p>Children will make progress from their starting point and our aim is to accelerate this progress</p>	<p>Children's learning is taken from where they are and extended from this point</p> <p>High quality teaching ensures good outcomes</p> <p>Children's pastoral needs are met to enable them to make progress academically</p>
<p>Children will be more aware of the world around them</p> <p>Children will have opportunities to look beyond their immediate locality</p>	<p>Children are supported to see beyond their local environment</p> <p>Enrichment opportunities are planned</p>
<p>A school wide approach and ethos to mental health and well being will have been established to support children</p> <p>Children will receive support with their mental and health and well being to ensure that they are in a position to learn</p>	<p>A mental health and well being self evaluation has been completed</p> <p>A mental health and well being plan is in place</p> <p>Children receive support from both pastoral teams and semh teams and external agencies where necessary</p>

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: £ 30,707

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	High quality first teaching in every classroom ensures that all children are accessing their learning at their own level, gaps are being addressed and progress is in line with expected	1,2,3 and 4
Interventions	Teachers spending time making sure that those children who need intervention have been identified. Teachers have planned and resourced interventions to meet specific needs	2
Use of Mathematics Mastery, Read Write Inc. and Purple Mash	These schemes form the basis of the children Literacy and Mathematics learning and are structured to ensure support but offer stretch and challenge too	2 and 3
Tapestry	The use of tapestry for assessment in the EYFS ensures that children are assessed correctly and that the wider remit of involving families in the children's learning and education journey is achieved too	1,2,3, 4 and 5

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

Budgeted cost: £ 55,082

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCo time and support	The SENDCo spends time assessing and working with children to support them with their SEND needs and secure further support	1,2,3, 4 and 5
Interventions	Structured and targeted interventions ensure that children's gaps have been	1,2,3 and 5

	<p>identified and then supported with the right intervention for their needs.</p> <p>Fast Track Tutoring</p> <p>Mathematics Mastery</p> <p>Precision Teaching</p> <p>WellComm</p> <p>Talk Boost</p> <p>NELI (Nuffield Early Language Intervention)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 24,951

Activity	Evidence that supports this approach	Challenge number(s) addressed
Head of School and Assistant Head teacher time	<p>Work around monitoring and tackling any poor attendance leads to children being in school more and therefore able to learn</p> <p>Support for staff around behaviour to ensure that there is consistency across the school and that poor behaviour is challenged so that all children are able to learn in a conducive environment.</p>	1,3 and 5
Pastoral Lead	<p>The pastoral lead offers support for both families and children and manages with the DSL all safeguarding concerns</p> <p>Nurture intervention work to support children with their social skills, emotional needs and behaviours ensures that children are in the right place to learn</p>	1,3 and 5
Semh team	<p>The semh team support the work of the pastoral lead in ensuring that the children's social, emotional and mental health needs are being met</p> <p>Unmet need in these areas leads to poor development and poor learning</p>	1 and 5
Parent support Advisor (PSA)	<p>Supports the families to be able to support the children</p> <p>Families who feel more empowered, have higher aspirations links to greater aspirations in the children and improved learning opportunities at home</p>	1 and 5
Family Learning	<p>Support for families to be able to spend time with their children learning about</p>	1,2,3,4 and 5

	<p>their children's education and the ways in which they can help and support.</p> <p>Enabling parents to feel more empowered in their understanding of the children's learning encourages them to help and support at home, have higher aspirations for their children. This in turn leads to greater aspiration in the children</p>	
Support with trips, clubs, childcare	<p>Support for families in need where children would not be able to access enrichment opportunities without support from school</p> <p>Enrichment opportunities support the children's wider learning</p>	4

Total budgeted cost: £ 110,740

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 2020 to 2021 academic year.

Outcomes for 2020-2021 are detailed in the previous Pupil Premium strategy and evaluation of spending

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
Read Write Inc.	Ruth Miskin
Mathematics Mastery	Ark Curriculum Plus
Real PE	Jasmine
WellComm	GL Assessment
Talk Boost	The Communication Trust
Purple Mash	2Simple
Espresso	Discovery Education

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A