



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	St Alphege CE Infant and Sunbeams Nursery School.
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	School: 24% Early Years (Nursery only): 21%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	January 2022
Date on which it will be reviewed	September 2022
Statement authorised by	FGB
Pupil premium lead	Jacqui Spinks/ Becky Strike
Governor / Trustee lead	Sally Dixon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,110.00 – School £2,000.00 – Nursery £55,110.00 - Combined
Recovery premium funding allocation this academic year	£3,214.17
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£58,324.17



Part A: Pupil premium strategy plan

Statement of intent

The school has a long-term strategy statement for Pupil Premium which focuses 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. The strategy for this academic year has been reviewed and adapted due to the impact of the Covid-19 pandemic.

Quality first teaching is integral to our approach. We 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 benefitting all other 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:

- Dedicate time for nurture and specific 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 Keep Up sessions, Numicon, precision teaching, speech and language, pre and post teaching opportunities 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 to allow 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
- Fully funded uniform or school trips for PP funded children
- Pay for School milk for PP funded children
- Pay for extra-curricular/ enrichment activities for PP funded children
- Fully funded 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 Forest School sessions linked to wellbeing
- Additional Music sessions to enable impact on: vocabulary development, communication, listening skills, coordination and team work
- Access to funded Arts and Cultural activities
- Access to leadership opportunities within the arts, TED teams and Collective Worship team

Key Principles

We organise teaching and learning at St Alphege 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 measurable 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, communication 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 outside of school. To ensure this imbalance is redressed, we provide access to experiences to aid with their understanding of curriculum learning and plan rich outdoor, creative and cultural experiences such as visiting local environmental locations, the theatre, art gallery, museums
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 pupil's 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: <ul style="list-style-type: none">• qualitative data from student voice, 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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments such as: Language and Speech link, Boxhall, PM benchmarking etc.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of</p>	<p>Ongoing, high quality feedback is embedded in the teaching of writing</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	3



<p>guidance in school and to access CPD supporting writing strategies and approaches. Resources and CPD are provided to ensure high quality teaching and learning.</p>	<p>The teaching of writing is linked to the teaching of phonics to ensure spelling is targeted:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Our approach to the teaching of early literacy is well-balanced, and combines approaches that will support the development of skills, knowledge and understanding</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p>	
<p>Utilise the 'Great teacher toolkit' to support staff CPD and strive for teaching excellence.</p>	<p>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.</p>	<p>1,2,3,4</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>The school has an established Wellbeing Team to address concerns around individual and groups of children – wellbeing, confidence, attendance, family difficulties, signposting support etc.</p>	<p>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 well-being. Children who are well supported emotionally are more likely to be 'learning ready' and succeed.</p>	<p>5</p>



	<p>Focus on self-regulation, social and emotional learning and positive behaviour for learning for individuals and groups of children:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<p>Access to Forest School and outdoor open ended and adventurous activities</p>	<p>Increased access to Forest School activities. Outdoor Adventure Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom in turn has a positive effect on academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	

Targeted academic support

Budgeted cost: £22,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1</p>
<p>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.</p>	<p>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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2</p>
<p>Engagement with Coastal Family Hub for individual support for children and group parental support</p>	<p>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</p>	<p>5</p>
<p>Wellbeing team support meetings with parents and use Solihull training materials to support parenting</p> <p>Subject Leaders deliver subject specific workshops for parents</p>	<p>Providing practical strategies such as Parent Workshops, with tips, support, and resources to assist learning at home. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>5</p>
<p>Attachment Lead Training, Attachment training for all staff and Play Therapy</p>	<p>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 Attachment Lead's works with children to improve their decision-making skills, interaction with others and their self-management of emotions,</p>	<p>5</p>



	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotionallearning</p>	
<p>Specialist Teaching Service, Educational Psychology Service and other specialist external agencies to support those children with specific SEND providing advice and direction to school staff</p>	<p>Some children in receipt of PP funding have complex and specific SEND, which need specialist input and guidance. Our TAs receive specialist training in order to enable them to provide for the complex needs of each individual pupil:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2,3,5

Wider strategies

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management, de-escalation and attachment approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done. Stories or characters are</p>	5



	<p>used to help children remember different learning strategies. Self-regulation strategies overlap with Social and emotional learning strategies and Behaviour interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p>	
<p>Increased enrichment opportunities – staff and external agency led after school clubs</p>	<p>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)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	4.5
<p>Access to additional hours funding for Nursery pupils</p>	<p>Our pupils who are entitled to EYPP are offered the opportunity to increase their hours from 15 to accessing full day sessions, enabling them to have increased exposure to rich, play based experiences which impact upon their learning and cultural capital. Our children are also provided with a free school meal during these sessions:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/extra-hours</p>	4.5
<p>Parental engagement sessions – workshops, curriculum evenings, events, Wellbeing Mentor led sessions, book club / reading sessions.</p>	<p>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 is to include and 'bring in' those families who would most benefit from this support and encourage engagement with school where parents may feel reluctant.</p>	1,2,3,4,5,



	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Subsidising additional educational resources at home, appropriate school uniform and the same opportunities to take part in educational visits	<p>We ensure that our children have access to educational resources and reading books at home. Are able to access free school uniform and are able to participate in enriching activities and extra-curricular learning such as individual music tuition.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	5

Total budgeted cost: £59,000



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 2020 to 2021 academic year.

2020 - 2021		
Rag Rating	Area for Development	Impact
	To provide social and emotional support to identified individuals, groups and families.	<ul style="list-style-type: none"> Carefully planned and resourced routines enable children to develop key life skills such as expectations for eating at the dinner table, risk taking, decision making and independence in learning, social skills developed. Bespoke whole school training in Characteristics of Effective Learning in EYFS enabled all staff to deliver an enriching curriculum. This is reflected in outcomes for PP children. Children have accessed mentoring, play therapy, drawing and talking therapy and social and emotional support. Wellbeing team have delivered a tailored programme of therapeutic or nurturing support to individuals or small groups with high impact.
	Specific targeted programmes identify level of need and bespoke programmes which will ensure Improved oral language skills for identified pupils Speech link, language through colour and bespoke Language programmes	<ul style="list-style-type: none"> 100% of PP children have achieved targets Speech and Language TA has evidenced impact on individuals and groups as well as providing support for other staff to embed strategies into classroom practice. Inclusion Leader has delivered training, monitored the impact of interventions and QFT. Speech link identified children's misconceptions and gap analysis. Staff used this as a baseline and ensured specific and targeted activities met the identified needs.
	To support Reading skills for PP children who may not be	<ul style="list-style-type: none"> The Better Reading Programme has been used to support children 3 times per week over a ten-week period. Entry and exit data



	accessing reading support at home.	<p>for all children shows high impact on reading progress and overall attainment.</p> <ul style="list-style-type: none"> Targeted reading support enables identified children to read more regularly with an adult in school time.
	Higher rates of attainment and progress are achieved across KS1 in English and Maths to diminish the difference between the attainment and progress of PP and non-disadvantaged pupils nationally. To deliver a structured programme of targeted intervention in English and Maths across the school for children at risk of underachieving at Key Stage 1 (KS1).	<ul style="list-style-type: none"> Research based learning ensured that professionals had a greater understanding of the gaps needing to be addressed. A revision of the curriculum enabled a bespoke approach in order to meet individual needs. PP children received precision teaching, pre teaching, extension opportunities and a rich curriculum to enable them to achieve expected and greater depth outcomes. Intervention exit data shows progress being made for all individuals identified. Termly data collection shows progress in line with peers
	To enable all children to access a range of curriculum enrichment activities in and out of school such as theatre visits, school trips, after school clubs	<ul style="list-style-type: none"> Adaptation of the curriculum to enable recovery plans to be embedded in all subjects. Access to trips and visits was hindered by the pandemic, but we enabled children to access live orchestra performances, theatre productions through virtual means. They also had increased access to after school sporting activities and music lessons.

Externally provided programmes

Programme	Provider
Little Wandle Revised Letters and Sounds	Little Wandle Letters and Sounds Collins Publishers
Speech Link	Speechlink Multimedia Ltd
Language Link	Speechlink Multimedia Ltd
Boxhall Profile	Nurture UK