

# Pupil premium strategy statement

## 2024 – 2025



### *Review of 2023-2024 at the end of the strategy*

This statement details our school's use of 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. We used the Education Endowment research and Teacher Toolkit provided by the EEF for the most up to date research and findings. The PP strategy statement is based upon the findings from the EEF.

### School overview

Detail	Data
School name	John T. Rice Infant and Nursery School
Number of pupils in school	189 (150 Full time school & 38 Nursery)
Proportion (%) of pupil premium eligible pupils	26.9% (41 children)
Academic year/years that our current pupil premium strategy plan covers	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Shelley Bennett (HT) Ruth Palmer (Vice chair of Gobs)
Pupil premium lead	Shelley Bennett (HT)
Governor lead	Ruth Palmer

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,680 (41 pupils £1480 per pupil)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£60,680</b>

## Part A Pupil premium strategy plan

### Statement of intent

It is our belief that every child, irrespective of circumstance, background and challenges, should be supported to achieve to the very best of their ability. This includes academic achievement and the development of life skills to support them as they grow and mature. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

We aim to narrow the attainment gap and for disadvantaged pupils to make outstanding progress in their learning and vocabulary development. Together with this, it is our aim to ensure all Pupil Premium pupils have access to enrichment activities and well-being programmes to ensure they are ready for the next step in their educational journey.

Our staff are highly skilled and will make specific assessments of each Pupil Premium child's needs. These will be based upon factual information, not assumptions about the impact of disadvantage.

To ensure Pupil Premium children are successful at our school we will:

- Set challenging work for Pupil Premium children based upon what they need
- Identify areas of difficulty and act early to intervene
- Track Pupil Premium children closely ensuring a fluid yet practical approach is undertaken for each individual child

### Challenges

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

Challenge number	Detail of challenge/ barrier to learning
1	<b><u>EYFS attainment on entry</u></b> Baseline data shows attainment of children entering EYFS is below National Average. Language and communication being a particular barrier to learning.
2	<b><u>Low oral skills across school</u></b> Assessment, observation and discussions show under developed oral skills in children across school.
3	<b><u>Attainment gap between PP and Non PP</u></b> Internal and external data (where available) shows there is an attainment gap between PP children and NPP. (Phonics, reading, writing, maths)
4	<b><u>Low emotional resilience</u></b> Assessments and observations show emotional resilience is low in a number of PP children due to circumstance or mental health meaning many find learning a challenge.

5	<p><b><u>Low attendance</u></b></p> <p>Attendance data for the last three years shows our PP cohort of children is below our attendance target and non PP cohort, resulting in missed learning opportunities.</p>
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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
Improve outcomes in EYFS with specific relation to CLL	<p>Children in EYFS will have made at least good progress in all areas of learning. They will have made accelerated progress in writing &amp; UTW.</p> <p>PP children attainment will be in line or above National FSM6 at the end of EYFS.</p> <p>This will be evident in data analysis.</p>
Improve oral language skills and vocabulary development across school for disadvantaged children.	<p>Language development will be evident in written work, verbal interactions and throughout the curriculum. This will be seen during book looks, engagement in lessons and ongoing assessments. Staff will report language development is improving and children are using a rich and varied vocabulary. Data outcomes will show children at the end of FS2 have made good progress in spoken language.</p>
Increase progress and attainment for PP children in phonics, reading, writing and maths (KS1).	<p>PP children have made good or better progress throughout the year.</p> <p>This will be evident throughout the year in book looks, monitoring activities, lesson visits, formative and summative assessments.</p>
Achieve and sustain improved well-being and resilience of PP children	<p>Sustained high levels of wellbeing and resilience and PP children are happy in school, taking more risks with their learning.</p> <p>This will be evident from parental and pupil surveys, data taken from the twice yearly from the Leuven scale and from staff observations.</p>
Increase attendance of PP cohort so this is in line or above national	<p>Attendance of PP cohort is in line or above National attendance at the end of the year and more in line with non PP.</p> <p>Data analysis will show clearly levels of attendance.</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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further development of our synthetic phonics programme to ensure good quality teacher and learning in phonics (Led by Phonics leader KS)</p> <p>Initial CPD with three new members of staff to ensure constancy across school</p>	<p>EEF research demonstrates that phonics is a high impact, low cost intervention that can add an additional 5+ months progress.</p>	<p>1 3</p>
<p>CPD for Maths Leader – 3 day networks throughout the year to ensure good practice can be disseminated across school</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	<p>1 3</p>
<p>CPD for EYFS Leader – 3 day networks throughout the year</p> <p>EYFS leader enrolled on NPQ leading Literacy</p>	<p>EEF research demonstrates that Early Language and a focus upon adult interactions are low cost but high benefit. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	<p>1 2</p>
<p>CPD for leader of Oracy face to face meetings and training</p> <p>CPD with Anne Kershaw for all staff Oracy project</p>	<p>EEF demonstrates that Oracy is high in academic benefit and low in cost. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>2 3</p>
<p>CPD for SLT focussed on retrieval practice</p> <p>CPD for all staff focused on retrieval practice</p>	<p>EEF research demonstrates that children who can retrieve information quickly and then use this information in their learning retain and recall more information and make more progress. Development of the working memory is significantly enhanced. <a href="https://educationendowmentfoundation.org.uk/news/does-research-on-retrieval-practice-translate-into-classroom-practice">https://educationendowmentfoundation.org.uk/news/does-research-on-retrieval-practice-translate-into-classroom-practice</a> <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-not-another-quiz-refining-retrieval-practice">https://educationendowmentfoundation.org.uk/news/eef-blog-not-another-quiz-refining-retrieval-practice</a> <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-why-bother-with-retrieval">https://educationendowmentfoundation.org.uk/news/eef-blog-why-bother-with-retrieval</a></p>	<p>2 3 4</p>

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

Budgeted cost: £33,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>TA intervention</b> Switch on reading 1:1 Switch on writing 1:1 1:1 focussed sessions identifying specific needs of each individual and gaps in their understanding and teach towards them.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. On average 4+ months additional progress: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
<b>Language intervention (FS2)</b> NELI intervention (3 x a week per group). Focus children work with named adult 3 x per week working through the NELI intervention, focussing upon language development.	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. On average 6+ months additional progress: <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1 2
<b>Language intervention (FS1)</b> Talk Boost intervention (2 x week per group). Focus children work with named adult 2 x per week, developing new vocabulary and sentence structure.	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. On average 6+ months additional progress: <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1 2
<b>Language teaching (KS1)</b> Oracy project rolled out in all KS1 classrooms. Embedded in all subjects.	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. On average 6+ months additional progress: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1 2
<b>Phonics (KS1)</b> Phonics booster groups - post sessions (Teacher & TA led 8 x per group per week/ twice a day)	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. On average 5+ months additional progress: <a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
<b>Immediate intervention (FS2-Y2)</b> Small group and 1:1 support within the classroom sessions.	EEF evidence indicates well placed and well trained teaching assistant interventions can be effective when targeted children are identified and targeted	2 3

<p>At least two adults present in classes in KS1 each morning, ensuring children are identified early who need additional support in reading, writing and maths. After early identification, immediate intervention is carried out to ensure all children are secure at the end of each lesson.</p> <p>In EYFS classes two adults are present all day.</p> <p>(PP funding only accounts for 8% of total TA costs)</p>	<p>interventions are in place with children gaining on average 4 months additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. An additional 6+ months progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Breakfast club &amp; after school club</u></b></p> <p>Free breakfast club and free after school club for all PP children to ensure they are in time for school, have a good start to the day and have had a good breakfast so they are ready to learn.</p>	<p>EEF shows that eating a healthy breakfast and having a positive start to the school day can increase production, concentration and in turn progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	4 5
<p><b><u>Breakfast bagels</u></b></p> <p>Free breakfast bagel every day to all children ensuring they have had something substantial to eat before beginning their learning every day.</p>	<p>EEF shows that eating a healthy breakfast and having a positive start to the school day can increase production, concentration and in turn progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme?utm_source=/projects-and-evaluation/projects/national-school-breakfast-programme&amp;utm_medium=search&amp;utm_campaign=sitel_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme?utm_source=/projects-and-evaluation/projects/national-school-breakfast-programme&amp;utm_medium=search&amp;utm_campaign=sitel_searchh&amp;search_term</a></p> <p><a href="https://www.family-action.org.uk/what-we-do/children-families/breakfast/">https://www.family-action.org.uk/what-we-do/children-families/breakfast/</a></p>	4 5
<p><b><u>ELSA</u></b></p> <p>Trained ELSA to work with identified children on self-esteem, challenging behaviours and well-being. Focussed upon each identified PP child's specific needs.</p>	<p>EEF shows social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	4

<p><b><u>Well-being and engagement tracking</u></b></p> <p>Introduce the Leuven scale and complete for all children twice a year.</p> <p>Well-being leader use outcomes to meet with Teachers and ensure a programme of support is in place for children who are at the lowest end of the scale.</p> <p>Track closely these children throughout the year to ensure a move in well-being and engagement is seen.</p>	<p>EEF shows social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	4
<p><b><u>Increase Attendance</u></b></p> <p>Close tracking and monitoring of children to ensure no child has unnecessary days away from learning.</p> <p>Introduction of incentives and closer communication with parents.</p>	<p>EEF research shows the high impact of tracking attendance and working closely with parents/ carers in order to ensure good attendance for children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p>	5

**Total budgeted cost: £60,680**

## 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 2023-2024 academic year.

#### **OUTCOMES FOR 2023 – 2024**

*(Pupil premium children)*

Measure	All children - school	Pupil Premium % reaching ARE	Comparison to Mansfield PP	Comparison to National PP
Early years Foundation Stage 2	60% GLD	57% GLD (8 Pupils)	44.7% GLD	52.1%
Phonics Year 1	79.6%	56.3%	66.9%	68.4%
Phonics Year 2	92%	76.5%	81.1%	Unknown at time of publishing
Meeting the expected standards at Y2	Reading – 70% Writing – 69% Maths – 70%	Reading – 59% Writing – 59% Maths – 59%	No comparisons available	No comparisons available

Early years Foundation Stage end of year outcomes for pupil premium children show 57% of them reached a GLD. This shows good progress towards the desired outcomes. This was higher than Mansfield PP outcomes & higher than National PP outcomes. The areas PP children did not reach their early learning goal in were writing & PSED. The early year's leader has planned to include more PSED in planned provision and continue with mark making mornings in FS2 in the autumn term. PP children who did not reach GLD and now are in Y1 have been targeted for pre and post phonics interventions & have ELSA and some are 1:1 and 1:2 with an adult who is supporting the development of PSED through a bespoke TT.

Year 1 phonics end of year outcomes for pupil premium children show 56.3% of them reached the expected standard (9/16 children). This shows good progress towards the desired outcomes. This was below Mansfield PP outcomes & below National outcomes. The new phonics scheme (SSPF) has had a good impact upon outcomes for all children and monitoring across school demonstrates consistency of approach, good pupil engagement and positive progress for all pupils. PP children who did not reach the expected standard in Y1 phonics and now are in Y2 have been targeted for post phonics interventions. Some of the PP children who did not reach the expected standard also are SEND and have a bespoke TT for part of their day supporting phonics and early writing.

Year 2 phonics end of year outcomes for pupil premium children show 76.5% of them reached the expected standard (13/17). This was slightly below both Mansfield & there were no National PP outcomes at the time of publishing. The limiting factors for those children not reaching the expected standard were they all have SEND diagnosis with some having limited language development. Although these children made good progress in phonics, their starting points were extremely low so still did reach the expected standard. As an infant school during the transition period in the summer these children were highlighted to Y3 staff

and the SENCO. The junior school have purchased an intervention specifically for children in Y3 and they will be working on this in the autumn term.

Year 2 reading outcomes for pupil premium children show 59% of them reached the expected standard (10/17 children). This shows good progress towards the target. There are no no Mansfield or National figures for end of KS1 data. The limiting factors for those children not reaching the expected standard was the 7 children not reaching the expected standard were all SEND and had significant communication and cognition delays, with 5 of them working on B squared. Good and accelerated progress was made by all 8 children and this was monitored in book looks & lesson visits throughout the year. Children who did meet the expected standard were discussed in transition meetings between Y2 and Y3 teachers and interventions will be completed at the Junior school.

Year 2 writing outcomes for pupil premium children show 59% of them reached the expected standard (10/17 children). The limiting factor for those children not reaching the expected standard, was that they were all SEND and had significant communication and cognition delays, with 5 of them working on B squared. Good progress was made by all 17 children and this was monitored in book looks & lesson visits and data analysis throughout the year. Children who did meet the expected standard were discussed in transition meetings between Y2 and Y3 teachers and interventions will be completed at the Junior school.

Year 2 maths outcomes for pupil for pupil premium children show 59% of them reached expected standard (10/17 children). The limiting factor for those children not reaching the expected standard was that they were all SEND and had significant communication and cognition delays, with 5 of them working on B squared. Good progress was made by all 17 children and this was monitored in book looks & lesson visits and data analysis throughout the year. Children who did meet the expected standard were discussed in transition meetings between Y2 and Y3 teachers and interventions will be completed at the Junior school.

Intended outcome	Success criteria	2024 Outcomes
Improve attainment in EYFS by improving speech and language in particular.	Children in EYFS will have made at least good progress in Language and Communication. There will be an improvement in % of children achieving a GLD at the end of EYFS.	Data shows all children in EYFS made at least good progress in C&L. GLD outcomes are in line with the previous year for all pupils and are slightly increased for PP pupils. PP pupils have attained higher than Mansfield PP children and higher than National PP children.
Improve oral language skills and vocabulary development across school for disadvantaged children.	Language development will be evident in written work, verbal interactions and throughout the curriculum. This will be seen during book looks, engagement in lessons and ongoing assessments.	Oral language development has improved in EY and data shows a sharp increase in spoken language at the end of FS2 when compared in the start of FS2. Book looks and monitoring showed evidence of children beginning to use word of the week and

		richer language. Although this has begun more time is needed for this to be embedded.
Increase progress and attainment for PP children in phonics, reading, writing and maths (KS1).	<p>PP children have made good or better progress throughout the year.</p> <p>This will be evident throughout the year in book looks, monitoring activities, lesson visits, formative and summative assessments.</p>	Data shows all the majority of PP children made good or accelerated progress in phonics, reading & writing and maths. With children who made limited progress monitoring can demonstrate what support children have received and what the limitations are. Plans are in place in 2024-2025 to support those individuals to make good progress through specific intervention.
Achieve and sustain improved well-being and resilience of PP children	<p>Sustained high levels of wellbeing and resilience and PP children are happy in school, taking more risks with their learning.</p> <p>This will be evident from parental and pupil surveys, data taken from the twice yearly from the Leuven scale and from staff observations.</p>	Pupil and parent surveys show PP children have good wellbeing and where children are scoring low on the Leuven scale in the autumn term, targeted wellbeing support has been effectively deployed. Outgoing Leuven scales show the majority of children have increased in wellbeing. There is a small number of children who consistently continued to score low and continued intervention and support has been put in place for them for the forthcoming year.
Increase attendance of PP cohort so this is in line with the school target and Non PP average.	Attendance of PP cohort is 96%+ and the gap between non PP and PP is less than 0.5%.	School Attendance figures for the year 2023-2024 show PP attendance was 93% (statutory school age children). This is in line with all pupils for school which was 94.68% (statutory school age children).

		Notts PP attendance for Aut and spring was 88.9% and school PP attendance was significantly higher than this.
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## 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
NELI	Nuffield Foundation
Supersonic Phonic Friends (Phonics validated scheme)	SSPF