

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	Maun Infant and Nursery School
Number of pupils in school	142 (F2-Y2) 40 (F1)
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kerry Norman Headteacher
Pupil premium lead	Kerry Norman Headteacher
Governor / Trustee lead	Amy Houghton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,350
Recovery premium funding allocation this academic year	£4785
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	£45,135

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all pupils, regardless of background or other vulnerability, make good progress from their starting points across the curriculum, so that they have firm foundations on which to build when they leave us in Year 2. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including for those who are already high attainers.

In tailoring our approach, the needs of children with vulnerabilities other than those identified as disadvantaged, will also be taken into account i.e. children with a social worker and previously looked-after children. The provisions we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Monitoring shows many disadvantaged children are significantly less articulate than non-disadvantaged peers; their use and understanding of spoken language and vocabulary is less advanced and this hinders their learning across the curriculum.
2	Monitoring shows lower attainment in phonics for disadvantaged children. Where progress is accelerated, this is not sufficient to close gaps with non-disadvantaged children. This impacts negatively on pupils' development as readers.
3	Internal data and external data (where available) shows that attainment of disadvantaged pupils in writing and maths, is well below that of non-disadvantaged pupils and national.
4	Some of our most vulnerable children are unable to sustain self-regulation, which impacts negatively on their readiness for learning, despite time-limited targeted provisions.
5	Attendance data shows that absence of disadvantaged children 2020-21 was 2.9% higher than for non-disadvantaged, with 6.9% absence in total (F2-Y2). 56% of the pupils identified as persistent absentees during the same year, were disadvantaged. Monitoring shows that absenteeism is negatively impacting upon the progress of disadvantaged pupils.
6	Observations and assessments show that many children lack retrieval skills which impact on their ability to retain subject knowledge across the curriculum, including some who are disadvantaged.

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 oral language skills and vocabulary, especially for disadvantaged children.	<ul style="list-style-type: none"> An increase in the number of disadvantaged children who reach the expected standard in CLL The percentage of disadvantaged children reaching ARE, is closer to national (at least 65% in all areas)
Improve reading for disadvantaged children.	<ul style="list-style-type: none"> Phonics outcomes are at or above national Y2 reading outcomes in 2024 are closer to national (at least 75% at ARE)
Improve attainment in writing and maths at the end of Y2.	<ul style="list-style-type: none"> Progress data in 2024, shows acceleration in writing and maths from starting points

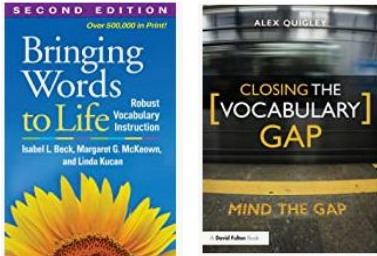
Sustain wellbeing for pupils and improve self-regulation, especially for disadvantaged children.	<ul style="list-style-type: none"> • Whole-school tiered approach and development tool are embedded across school and are evidence by qualitative teacher comments about readiness to learn
Achieve and sustain improved attendance for disadvantaged pupils.	<ul style="list-style-type: none"> • High attendance by 2023-24 demonstrated by overall absence rate being closer to the school target of 4% and persistent absence rate is closer to national at 8.2% • Attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced to no more than 1%
Children's retrieval and memory skills improve so that they know more and can remember more.	<ul style="list-style-type: none"> • Improved outcomes across the curriculum for all pupils including disadvantaged


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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a whole school approach to explicit teaching and learning of language and vocabulary across the curriculum.</p> <p>Headteacher and EYFS lead carry out monitoring visits to ensure embedded within classroom practice.</p>	<p>Knowledge and use of vocabulary is known to have a direct correlation with future life-chances for children. Oral language approaches have high impact on pupil outcomes and reduce the word gap between disadvantaged pupils and their peers:</p> <p>NAEYC - The Word Gap: The Early Years Make the Difference</p> <p>SecEd - Pupil Premium: Closing the Vocabulary Gap</p> <p>Robust Vocabulary Instruction (Beck et al. 2013)</p> 	1
<p>Review and update assessment procedures to place emphasis on formative assessment through timely feedback, leading to an improvement in responsive teaching.</p>	<p>Formative assessment and feedback are well-evidenced and have high impact on learning outcomes:</p> <p>Assessment and Feedback</p> <p>EEF - Teacher Feedback to Improve Pupil Learning</p> <p>John Hattie - Visible Learning Effects of Formative Assessment and Feedback</p> <p>Shirley Clarke - Formative Assessment</p>	1, 2, 3
<p>Develop a consistent approach to retrieval practice across the curriculum, to improve pupils' subject knowledge.</p>	<p>Retrieval practice is shown to support learning in line with John Sweller's Cognitive Load Theory:</p>	1, 2, 3

<p>We will purchase resources, and fund ongoing teacher training, coaching and release time.</p>	<p>Tom Sherrington - Techniques for Retrieval Practice</p> 	
<p>Improve practice to support the development of executive function and self-regulation skills.</p> <p>Training, release time for teachers and leaders to support through coaching.</p>	<p>The EYFS Framework 2021 identifies greater focus on developing pupils' self-regulation skills and these approaches are shown to have high impact as pupils are clearer about what they need to do to succeed. Evidence suggests that these skills need to be explicitly taught to disadvantaged pupils in order for independent use:</p> <p>EEF - Metacognition and self-regulation</p> <p>EEF - Self-regulation strategies</p>	1, 2, 3, 4
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Purchase of programme and resources, release of staff for training and ongoing coaching and support.</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>EEF - Phonics</p>	2
<p>Enhance our approach to teaching writing through Talk for Writing.</p> <p>Purchase training and release of staff, ongoing coaching and support.</p>	<p>Based on the work of Pie Corbett, the Talk for Writing approach enables children to imitate language with positive impact on their writing:</p> <p>Pie Corbett - Talk for Writing</p>	1, 3
<p>Embed and refine our approach to mastery teaching in maths.</p> <p>Release of staff for CPD, including through the Maths Hub.</p>	<p>Mastery learning is a cost-effective approach with high impact:</p> <p>EEF - Mastery Learning</p> <p>EEF - Improving Mathematics in the Early Years and Key Stage 1</p>	3
<p>Implement a tiered response to managing the</p>	<p>Improving Social and Emotional Learning (SEL) is especially important for children from</p>	4

SEMH needs of children across school.	disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills than their peers. EEF - Social and Emotional Learning EEF - Improving Social and Emotional Learning in Primary Schools	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the identified pupils will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: EEF - Small group tuition	1, 2, 3, 4, 6
Phonics interventions targeted at disadvantaged pupils who require further phonics support to improve early reading skills.	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: EEF - Phonics Toolkit Strand	2
Small group maths interventions targeted at disadvantaged pupils in CLIC, to improve mathematical fluency and recall.	High-quality, targeted small-group support in maths, is recommended by the EEF when explicit connections are made with everyday teaching: EEF - Maths Recommendations in the Early Years and KS1 The CLIC programme which forms the basis of interventions linked to learning in class, supports evidence-based approaches through emphasis on all children succeeding, exposing children to the structures of maths and	3

	enabling memorisation of key facts through repetition: NCETM - Supporting research, evidence and argument for maths mastery	
Embedding of SEMH interventions including ELSA and trauma-informed practice in line with tiered approach, to improve the self-regulation and wellbeing of vulnerable children.	Improving Social and Emotional Learning (SEL) is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills than their peers. EEF - Social and Emotional Learning EEF - Improving Social and Emotional Learning in Primary Schools	4
Embedding of oral language interventions for targeted use with pupils identified to have low spoken language skills i.e. NELI (F1 and F2), WELCOMM (KS1).	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: EEF - Oral Language Interventions	1

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Evaluate whole school approach to behaviour management and update this in line with evidence to support a trauma-informed, growth mindset approach. This will include staff training.	Therapeutic approaches to behaviour management are shown to support the development of children's emotional and mental health: Headteacher Update - Best Practice Focus on Attachment Behaviours and Behaviour Management in Schools A School Without Sanctions - Steven Baker	4
Continue to hold structured conversations with parents of disadvantaged pupils, to secure parental engagement and inform provision.	Parental engagement has a positive impact on pupil progress and their aspirations are shown to be important for pupil outcomes: EEF - Parental Engagement	1, 2, 3, 4, 5, 6

<p>Sustain principles of good practice around attendance.</p> <p>Monitoring and action by CFSW and Headteacher.</p>	<p>DfE Guidance for Improving School Attendance outlines key principles of an effective whole school attendance strategy, and has been informed by engagement with schools who have significantly reduced their persistent absence levels.</p>	5
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Total budgeted cost: £45,135

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.

Our internal assessments during 2020-21, show that the performance of disadvantaged pupils was lower than in the previous three years in reading, writing and maths. Though more disadvantaged pupils were working at age-related expectations by the summer term when compared to the start of the year from F1 to Y1, average progress was largely in line with that of non-disadvantaged pupils so gaps in attainment remain. Average progress across the year in Y2, was less than that for non-disadvantaged children so attainment gaps have grown. The targeted outcome to reduce attainment gaps in core areas, was therefore not fully realised.

In F2, our internal assessments also show that overall attainment in Communication, Language and Literacy is lower than that from school data in spring 2020 and summer 2019, and that gaps remain with others nationally. However, the increase in children reaching age-related expectations (ARE) in the areas 'Understanding' and 'Speaking', were at the highest when compared to baseline data over the last four years (51% more children working at ARE in 'Understanding', and 73% more in 'Speaking' than at the start of the year).

Our assessment of the reasons for these outcomes points primarily to the impact of COVID-19, which disrupted teaching and learning in all subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils; they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, through our comprehensive approach to remote learning and support for implementation by parents and carers. In our current plan we will continue to focus on accelerating the progress of disadvantaged children across core curriculum areas, to close attainment gaps with others nationally. This plan is more balanced in emphasis on improving teaching and learning, to support us in achieving our aims.

Overall absence 2020-21 was 0.5% higher than in the most recent non-COVID year (2018-19) for children F2-Y2 at 4.8%. When compared to attendance data from 2020-21, though attendance has improved for some groups of disadvantaged children (i.e. an increase in attendance of 1% for those with SEND), for others it has remained similar (i.e. disadvantaged girls) or increased. As a result, overall absence of

disadvantaged children has increased this year so attendance will continue to be a focus on our current plan.

Our assessments and observations indicated that the continued impact of the COVID-19 pandemic, significantly impacted upon pupils' resilience and emotional health, and this has been particularly notable where there are mental health needs known within the close family and/or household. The impact was mitigated by our whole school approach to wellness and bespoke support for groups/individuals, including during periods of partial closure. Interventions such as ELSA were seen to be effective on a short-term basis but for children with more complex wellbeing and behaviour needs, positive outcomes have not been sustained. This will be addressed within the current plan.

Our observations and monitoring show that relationships with parents and carers continue to be good, and were further strengthened through our personal approach to keeping in touch and offering support when children were working from home. VLPs were developed for all disadvantaged children in consultation with parents through structured conversations, at which parental attendance was good. However, the pandemic disrupted the target-setting and review cycle and was detrimental to the bespoke provision which was planned, despite this continuing remotely where needed. As a result, evidence of progress on VLPs is inconsistent for some children and this will continue to be a focus for the current plan.

Externally provided programmes

Programme	Provider
N/A	
N/A	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)