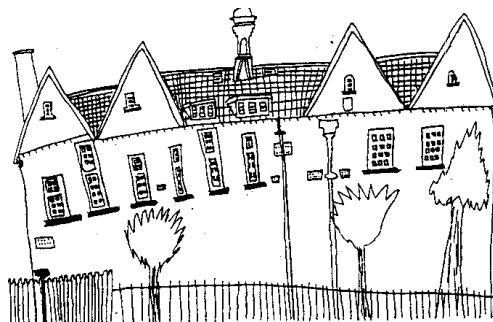# 3 Year Pupil Premium Strategy Statement

Letchmore Infants' and Nursery School

2023-2026

Pupil Premium Strategy (2023 -2026) A One Page Overview

What is our intent?			
We aim to create a stimulating and nurturing environment which provides **all** of our pupils with an inspiring, creative and empowering curriculum that equips them for today and tomorrow.			
What are our 4 main challenges?			
Speech, Language and Communication	Phonics and Reading	Attendance	Nurture Provision
What activities are we going to be providing to overcome our challenges and ensure our intent is met?			
An inclusion TA supporting each year group to implement intervention programmes such as Wellcomm	Teacher led, pre teaching phonic session for identified children	Dedicated member of staff monitoring attendance and liaising with families and Attendance Improvement officer	Qualified teacher trained in the National Nurture programme to deliver nurture sessions in a dedicated nurture classroom
ELSA trained staff to deliver the ELSA programme	Embedding a DfE validated Systematic Synthetic Phonics	Early Birds breakfast club	Termly Forestry school sessions
Introduction of a school dog to support language and behaviour	Phonic CPD for all staff	National Breakfast programme	Development of our sensory garden
	Sharing best practice across the school		

3 Year Pupil Premium Strategy Statement

This statement details Letchmore Infants' and Nursery 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 of pupil premium has within our school (included when review completed).

School overview

Detail	Data
School name	Letchmore Infants' and Nursery School
Number of pupils in school	298
Proportion (%) of pupil premium eligible pupils	41 (5 EYPP, 36 PP) 13.76%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Full Governing Board
Pupil premium lead	Michaela Benson (EY) and Paige Hewett (KS1)
Governor lead	Joga Shoker

Funding overview

Detail	Amount
Pupil premium funding allocation	PP - £64020 EY PP - £2827
Recovery premium funding allocation this academic year	£ 7540
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year *(In addition to tutoring funding allocation)*	**£ 74387**

Part A: Pupil premium strategy plan: Statement of intent

Letchmore Infants' and Nursery School is an exciting, motivating and inclusive three-form entry school where every individual is valued. Our vision is to provide a magical, inclusive community where all feel valued, nurtured and inspired to become lifelong learners.

We aim to create a stimulating and nurturing environment which provides **all** of our pupils, with an inspiring, creative and empowering curriculum that equips them for today and tomorrow. Our ambitious curriculum is designed to encourage development and growth for **all** learners, including the most disadvantaged and those with special educational needs and/or disabilities (SEND). The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and ensure we support their needs, regardless of whether they are disadvantaged or not.

The aim of this funding is to help us to address any underlying inequalities, and help narrow attainment and progress gaps, which may exist between children from disadvantaged backgrounds and their peers. It is not the funding itself that will improve progress and attainment gaps, but how we use it. Some children require additional support to meet their potential and the Pupil Premium funding will help to provide the school with the training and resources needed to offer that support.

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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We aim to create a stimulating and nurturing environment which provides **all** our pupils, with an inspiring, creative and empowering curriculum that equips them for today and tomorrow. Our aim is to ensure that children's minds are opened, their imaginations are sparked, they enjoy learning and they become confident in facing challenges.

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. Our governors hold leaders to account regularly and Pupil Premium scrutiny is on every Governor agenda in addition to termly Governor visits to see plans in action
- Further engage with parents and carers of pupil premium children by providing learning workshops and learning events

Challenges

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

Challenge number	Detail of challenge
1	**Speech Language and Communication** *There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.* *Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.* Oral language interventions	EEF (educationendowmentfoundation.org.uk) Entry data in Nursery for communication and language was 59.5%. This was the lowest area for the curriculum. In Reception the entry data was 68.3% (2022/23). Our end of year data for 2023 show that 28 children (21.3%) are working towards age related expectations for Communication and Language in our early year's classes (Nursery and Reception combined) This includes 14.3% of disadvantaged pupils in Reception and 33.3% of disadvantaged pupils in Nursery. 75% of EAL children in Nursery are working towards age related expectations in Communication and Language compared to 25% not EAL. 53.8% of EAL children in Reception are working towards age related expectations in communication and Language compared to 25% not EAL. Our current PP numbers include 24% of children with identified speech, language and communication needs.
2	**Phonics and Reading** *Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.* Phonics	EEF (educationendowmentfoundation.org.uk) Our phonic data following covid has dipped and lead to the introduction of a new phonic scheme throughout the school. All teachers have been fully trained in the new approach and resources are well matched to need throughout the school. Our next challenge is to widen our support through

teaching assistants and parental further understanding of our approach and provide additional interventions when needed.

The percentage of pupil premium children passing the Year One phonic screening test in 2023 has increased from 2022 by 22%

2022	**2023**
53.4 (whole school) **(PP – 30.8%)**	**74.1** (whole school) **(PP – 52.6%)**

3   Attendance

The government has set a target of 95% attendance for all pupils. This rate allows for periods of illness or particular circumstances when absence from school is unavoidable.

All schools have a continuing responsibility to proactively manage and improve attendance across their school community. As set out in section 1, attendance is the essential foundation to positive outcomes for all pupils and should therefore be seen as everyone's responsibility in school. *For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent) and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study).*

[Working together to improve school attendance (publishing.service.gov.uk)](https://publishing.service.gov.uk)

Persistent absence is an immediate issue facing schools across the country. We know pupils with persistence absence are disproportionately more likely to come from socio-economically disadvantaged backgrounds. So, tackling persistent absence is an important part of improving education outcomes for this group.

[Evidence brief on improving attendance and support for… | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk)

20% of our current Pupil Premium children have persistently low attendance (2023 data)

Our data for 2022/23 whole school attendance was 93% (2.2% unauthorised)

Our data for 2022/23 for our Pupil Premium children was 90% (3.5% unauthorised)

| 4 | **Nurturing Environment**

Approximately 10% of our children and their families across the school are receiving pastoral and/or emotional literacy support. This includes 35% of our current pupil premium children with the need growing rapidly.

We have identified this as a growing need, we currently have a waiting list of identified children needing pastoral support.

Nurture is a tried and tested way of relating to children that helps them develop vital social skills, confidence and self-esteem, and become ready to learn.

The concept of nurture highlights the importance of social environments – who you are with and not who you are born to – and its significant influence on social and emotional skills, wellbeing and behaviour.

The nurturing approach to education offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, and to develop their resilience and self-confidence. It encourages pupils to take pride in achieving - addressing the social and emotional needs that can hamper learning.

The graduated approach to nurture ensures that every child in the school has the opportunity to flourish in their education. It ensures that every child has access to the support they need, when they need it.

Through this approach, we work to measure and support the social, emotional and mental health of all children, so no child falls through the cracks.

[What is nurture? Discover more about the Six Principles of Nurture (nurtureuk.org)](nurtureuk.org)

Nurture Groups and nurturing approaches are increasingly being introduced across primary, secondary and early learning and child care (ELC) settings. Research clearly demonstrates the impact that Nurture Groups can have on attainment as well as social and emotional competences. Nurture Groups are described as having a positive impact on closing the attainment. At the heart of Nurture is a focus on wellbeing and relationships and a drive to support the growth and development of children and young people, many of whom come from areas of disadvantage and require additional targeted support to close the equity gap. Marjorie Boxall first conceived of the idea of Nurture Groups as a way of targeting children and young people who had come from impoverished backgrounds and needed additional support to help them with the recreation of missed early experiences. |

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.

Challenge	Intended outcome and Success criteria
1. Speech Language and Communication	High quality first teaching, comprehensive screening, interventions and targeted teaching programmes in place to identify and support speech language and communication needs and development
2. Phonics and Reading	Highly trained staff delivering daily phonic sessions and catch-up interventions when needed to accelerate progress and reduce the attainment gap. Further support through our Phonic Experts to consolidate learning. Enhanced parental knowledge to further support to embed learning at home.
3. Attendance	Embedding principles of good practice set out in the Working Together to Improve School Attendance document - Working together to improve school attendance - GOV.UK (www.gov.uk) Increase attendance % for all
4. Nurturing Environment	Our vulnerable children develop vital social skills, confidence and self-esteem, and become ready to learn within their class environment.

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 – 50% recommended ratio)

Budgeted cost: **£38000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	July 2024 Review
Teacher led pre teaching phonic sessions to deliver high-quality support to identified children across the school	[Everything you need to know about phonics in schools - The Education Hub (blog.gov.uk)](#) Phonics is an effective way of teaching children to read. By ensuring high quality phonics teaching, we want to improve literacy levels and give all children a solid base to build on as they progress through school.	1, 2	
Embedding a DfE validated Systematic Synthetic Phonics programme to secure consistent phonics teaching for all pupils – Twinkl Phonics	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2	
Ongoing CPD alongside Staff Meetings and INSET to enable a consistent approach to the delivery of phonics and early reading. Practice is consistent and is embedded across the school so that teachers have the knowledge and skills to plan and deliver it successfully	Teacher CPD enables growth of your school or academy trust; it underpins achievement of your vision and ensures that all school staff and teachers are working towards a common purpose. CPD increases teacher motivation, confidence, and commitment to teaching; learning new skills and applying them in the classroom can lead to a more effective teaching environment. The Importance of CPD in Schools	Teacher CPD (nationalcollege.com)	2	

Teacher release time to share expertise and good practice, embed key elements of the teaching of Early Reading and Phonics through team teaching and learning walks across the Key Stages and embed a standardised approach	Sharing best practices has the benefit of being relatively efficient. It hands off successes for others to emulate, which may save them time and energy. It provides a sense of trust because people can see evidence of value in the endorsement by a peer. Finally, if done well, it can be implemented without the need for extensive context about its origin. Share Best Practices vs. Share Process/Failures: How might practitioners best learn from one another? What should we be cataloguing and sharing throughout the district? | Blended & Personalized Learning Practices At Work (learningaccelerator.org)	2	
To release a qualified teacher to run Nurture Class to support identified children using the Boxall Profile	Underpinned by *Quality First Teaching* and an understanding that a nurturing approach promotes healthy outcomes for pupils by responding to their emotional needs Whole-School Approach to Nurture - NurtureUK	1,2,3,4	
To provide a dedicated, bespoke high quality learning environment for the Nurture provision to take place	The main purpose of the nurture provision is to provide a safe, predictable, and supportive environment with embedded routines to enable children to enjoy their learning. Nurture Provision - Reach Academy	1,2,3,4	
To provide termly Forestry School sessions to all children at an identified off-site provision to aid enrichment and cultural capital to our children's school experience	Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. What is Forest School? | Forest School Association	1,2,3,4	

Targeted academic support (for example, tutoring, one-to-one support structured interventions 25% recommended ratio)

Budgeted cost: **£19000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	July 2024 Review
Inclusion TA allocated to each year group to deliver Speech and Language and targeted interventions.	Personalised interventions, in the moment or following whole class input, 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 and in small groups 2. Targeted academic support | EEF (educationendowmentfoundation.org.uk)	1,2	
Ongoing CPD for our inclusion team to ensure up to date, relevant training and refresher session are attended	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2	
Resources for delivery of targeted teaching and interventions	The purpose and importance of teaching and learning materials is to make learning interesting and easy and enable teachers to easily express concepts. Learning materials can significantly increase learners' achievement by supporting learning.	1,2,4	
Reading Recovery schemes – training for Inclusion TAs To provide additional support to children alongside their	Research shows that Reading Recovery achieves good results that are swift and long lasting. It will help us to identify children with barriers to reading and offer early intervention.	1,2	

systematic phonic scheme	Reading Recovery children are shown to reduce the attainment gap to less than 5% in reading and writing between those from economically disadvantaged homes compared with their peers.		
ELSA delivery	The development of Emotional Literacy is essential to children's learning and development, supporting them to identify and communicate their feelings. Emotional Literacy ensures young people are ready to absorb the knowledge and develop the skills laid down in the curriculum. EEF	Personal Social and Emotional Development (educationendowmentfoundation.org.uk)	1,3,4	
Introduction of Phonic Experts to support children throughout the school using trained DBS checked volunteers	Parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement	EEF (educationendowmentfoundation.org.uk)	1,2	

Wider strategies (for example, related to attendance, behaviour, wellbeing 25% recommended ratio)

Budgeted cost: **£19000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	July 2024 Review
The National Schools Breakfast Programme	Breakfast consumption in children has been found to: Improve cognitive function, particularly memory, attention, and executive function. Improve academic performance, including school grades and achievement test scores. Increase on-task behaviour in the class. National school breakfast club programme - GOV.UK (www.gov.uk)	3,4	
Training and release time for staff to develop and implement new procedures and support our attendance improvement officer to improve statistics.	The government guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence Working together to improve school attendance - GOV.UK (www.gov.uk)	3	
Development of our sensory garden	When a child's environment does not meet their needs, or it is causing them stress, they will have difficulty communicating, engaging in learning activities and developing positive relationships. A sensory garden is a fun, educational tool that helps children to explore and learn. Sensory gardens can help to improve health, mood and	1,2,3,4,	

	cognition. Gardening and plant care help children develop gross and fine motor skills. Sensory Garden Benefits | Planet Natural		
Early Birds' Breakfast Club	A nurturing breakfast club enables children to engage in calm, positive social interactions with adults, with children from across the school and with their friends, giving them a calm and relaxed start to their school day (starts before school hours). This impacts positively on mood, cognition, focus and concentration. EEF | Personal Social and Emotional Development (educationendowmentfoundation.org.uk)	1,3,4	
To introduce a school dog to support literacy, pupil behaviour and wellbeing	School Dogs (learnwithdogstrust.org.uk) Research has shown many benefits to therapy and reading dogs in school settings. Letchmore Infants' and Nursery School has a school dog who works with our children to improve literacy and student behaviour and wellbeing.	1,2,3,4	
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified. *(Food/clothing vouchers for families in need, resources/training to support our children looked after)*	1,2,3,4,	

Total budgeted cost: £ 76000

All links contained within this report were active as of November 2023.

Part B: Review of outcomes in the previous academic year –

Pupil premium strategy outcomes

(To be completed July 2024)