



# Pupil Premium Strategy Statement



This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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	Healdswood Infant and Nursery School
Number of pupils in school	
1	
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	December 2023
Date on which it will be reviewed	December 2023 July 2024 December 2024
Statement authorised by	Jayne Renshaw
Pupil premium lead	Daniel Webster
Governor	Louise Knott

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,765
Recovery premium funding allocation this academic year	£8700 £145 per eligible pupil
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£129, 465

# Part A: Pupil Premium Strategy Plan

## Statement of intent

Healdswood Infant and Nursery school is located in Sutton-in-Ashfield, North Nottinghamshire. The school location and the pupil base deprivation indicator is well above average and the school is in the highest 20% compared to all schools nationally. We recognise that our disadvantaged pupils face a wide range of barriers which may impact on their learning. Our intention is that all pupils; irrespective of background or the challenges they face, make good progress across the curriculum.

The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve their potential. We also ensure that appropriate provision is made for pupils who are vulnerable but who are not eligible for the Pupil Premium.

When making decisions about the use of our Pupil Premium funding, we consider the context of our school and the subsequent challenges and barriers which impact on learning. Our rationale is based on research, including the Education Endowment Foundation's pupil premium guidance as advocated by the Department for Education. High quality teaching and learning is at the heart of our approach with a focus on the areas in which disadvantaged pupils require the most support. Developing teaching and learning across the school is a priority and is proven to have the greatest impact on closing the disadvantaged attainment gap. Where children have specific needs, we address these through targeted academic and well-being support. We aim to supplement quality first teaching with additional high-quality adult support through targeted intervention programmes. Our strategy is also integral to the school plans for wider educational recovery. Notably in its targeted support through the School-Led tutoring for pupils whose education has been most severely affected by the pandemic, including non-disadvantaged pupils. We will also facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being. We aim to improve disadvantaged pupils' attendance at school, enabling them to experience the full learning experience at Healdswood Infant and Nursery School.

## 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 involvement on the speech and language teams indicate significant speech and language difficulties on entry to school including vocabulary deficit amongst many disadvantaged pupils. This is notably more evident for our disadvantaged pupils when entering Nursery and Reception.
2	The majority of pupils enter school significantly below expectations in reading, writing and maths. On entry to Reception in 2022-23 a large proportion of our disadvantaged pupils arrived below age-related expectations. In reading 33% of disadvantaged pupils were on track; 33% in writing and 27% in mathematics.
3	Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Assessment data has indicated that the school closures have resulted in a significant gap in pupil's reading and writing. Attainment data shows writing

	has been particularly impacted by the COVID-19 pandemic when comparing attainment with previous years.
5	The disadvantaged pupil cohort have lower attendance than non-disadvantaged. Our attendance data last year indicates that attendance among disadvantaged pupils was 91.48% compared to 93.41% for non-disadvantaged pupils. The gap between DP non-disadvantaged pupils started to close and our ambition is to continue with this trend. Absenteeism is negatively impacting on the progress of disadvantaged pupils.
6	Limited experiences and enrichment opportunities during the school closures and cost of living crisis is impacting on disadvantaged pupils.
7	Our assessments and evaluations indicate that the well-being of many of our disadvantaged pupils has been impacted by the partial school closures of the pandemic. These findings are supported by national studies. This is having an impact on our pupils 'Readiness to Learn' and engagement in school.
8	23% of PP children are identified as having multiple characteristics and are part of another vulnerable group.

## 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 will have positive impact on the progress made from children starting points. More disadvantaged children achieve the communication and language area of learning in EYFS.
Pupils will make good or accelerated progress in reading, writing and maths.	Outcomes from 2022-23 show that all disadvantaged pupils make good progress from their starting points and their attainment levels are closer to national.
Disadvantaged pupils' achieve as well non-disadvantaged pupils in year 1 phonics screening.	Y1 Phonics screening outcomes for the disadvantaged cohort are in line with the 2022/23 national average.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained levels of wellbeing from 2022/21 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from pupil voice, parent surveys and teacher observations</li> <li>participation in enrichment, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance for 2022/23 demonstrated by: <ul style="list-style-type: none"> <li>The overall absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils</li> </ul>

	<p>and their non-disadvantaged peers being reduced by 1%.</p> <ul style="list-style-type: none"><li>• The percentage of all pupils who are persistently absent is below 25% (national average). Persistence absence is comparable between disadvantaged and non-disadvantaged.</li></ul>
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## 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: £53,187.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secure quality teaching of early reading through CPD.	<p>Ensure all relevant teachers and Intervention Assistants have received high quality CPD to deliver the school SSP programme effectively. Knowledgeable experts in teaching phonics is important in the development of early reading, particularly for children from disadvantaged backgrounds. The EEF Teaching and Learning Toolkit cites high impact for moderate cost for phonics</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p>	2,4
Secure quality teaching for mastery in mathematics through the support of the North-East Maths Hub	<p>Department for Education (DfE) approved approach to mastery maths being delivered through the North-East Maths Hub.</p> <p>The DfE non-statutory guidance has been produced with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61221/mathematics_guidance_for_primary_schools.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	2,3
Promote positive mental health and emotional wellbeing in children.	<p>Thrive promotes positive mental health and emotional wellbeing in children. Thrive will enable teachers to understand and identify causes of behaviour, so more time is devoted to learning.</p> <p>Thrive training, online assessments, and expert strategies will improve attendance, behaviour and learning outcomes, and aligns with Public Health England's eight principles for a whole school approach.</p> <p>The impact Thrive has on schools through case studies, impact reports and: <a href="https://www.thriveapproach.com/impact-and-research">https://www.thriveapproach.com/impact-and-research</a></p>	7
Oracy Project (Nottinghamshire Education Service) and Tiny Talk for Nursery.	<p>There is a strong evidence base that suggests oral language, including dialogic teaching such as high- quality classroom discussion, are inexpensive to implement with high impacts on language, reading</p>	1, 3 & 4

	<p>and vocabulary. <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>To support early communication and language acquisition, Tiny Talk enables children to learn Makaton to support communication and language development through nursery rhymes. Research shows that the first three years of a child's life are critical to advancing their language development.</p> <p><a href="https://researchschool.org.uk/unity/news/speech-and-language-reflections-in-the-early-years">https://researchschool.org.uk/unity/news/speech-and-language-reflections-in-the-early-years</a></p>	
Develop the quality of pupil's handwriting and high-quality presentation through CPD (ISHA).	<p>Due to school closures during the COVID-19 pandemic, the quality of handwriting declined. Teaching handwriting effectively impacts the wider curriculum. Research suggests that the benefits of teaching handwriting go beyond simply writing (Dinehart, 2014). There is increasing evidence of a link between the fine motor required in handwriting and the development of cognition which lay the foundation for later academic success. Research suggests that the process of forming letters while handwriting activates neural pathways that are associated with being a competent reader (James &amp; Berninger, 2019). Furthermore, when children can write autonomously they can concentrate on the composition so writing content will improve. Handwriting can have a significant impact on children's self-esteem, and therefore on children's motivation and enjoyment for writing</p>	1, 2, 3, 4 & 6
Music Tuition	<p>Every child should have the opportunity to learn to play an instrument/perform in front of an audience. The music service ensures that all children receive tuition and learn to play an instrument each year. There is evidence supporting the impact of the Arts participation for core academic attainment in other areas of the curriculum particularly English and Mathematics.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	2, 3 and 6
HFL Reading Fluency Project	<p>There is a strong evidence base that suggests reading interventions, such as high-quality classroom discussion and teaching reading comprehension strategies,</p>	4

	<p>are inexpensive to implement with high impacts on reading:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p> <p>Herts for Learning Reading Project: <a href="https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project">https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £26,593

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Specialist support.	<p>Children with weak Language and Communication skills are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In EYFS and KS1 children are unlikely to use talk to connect ideas and explain what is happening coherently</p> <p>Disadvantaged children will either require small group support or 1:1 support from the school speech and language therapist.</p> <p><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>	1, 2
Additional phonics and reading support for targeted disadvantaged pupils.	<p>Some PP children require targeted specialist phonics support to accelerate their progress. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy. Regular review of progress will ensure children are identified for support to make accelerated progress. This is reiterated further by the evidence cited on the National Tutoring Programme (NTP) on tutoring.</p>	2 4
Engaging with the School-Led Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2 ,3 4

significant proportion of the pupils who receive tutoring will be disadvantaged.	And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Emotional and Behaviour Interventions.	Since the COVID-19 pandemic began we are experiencing more incidences of children presenting with social and emotional needs. Therapeutic interventions have had positive impact on the children in school, particularly on their behaviour and emotional regulation. EEF teaching and learning toolkit cites social and emotional learning intervention has moderate impact for very low cost. <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>	7
SENCO Release	21% of disadvantaged children have SEND/ learning difficulties requiring additional support. There is evidence supporting the impact of Teaching Assistants but this is a high implementation cost. Therefore, developing the quality of interventions and deploying TAs effectively will ensure that interventions have the greatest impact. <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>	7, 8

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

Budgeted cost: £ £26,593

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve attendance of those in receipt of PPF. The Headteacher and Attendance Officer to engage with parents/carers and to embed School Attendance Policy.	An Evidence Informed approach to improving attendance shows that pupils with good attendance make the most progress. Monitoring PP attendance and implementing procedures will improve attendance and reduce the number of PP children who are persistently absent from school. <a href="https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance">https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance</a> <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a>	5
Provide subsidised Enrichment opportunities and wider opportunities.	School visits and visitors have a significant role in enhancing the learning and curriculum in school, therefore we want all children to access these. Attendance data shows all children entitled to pupil premium have previ-	6



	<p>ously attended school visits. These visits and experiences will develop children both personally and academically.</p> <p>EEF Tiered approach  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/">https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</a></p>	
Contingency fund.	Based on our experiences and those of similar schools to ours, we have identified a need for contingency funding aside to respond to needs that have not yet been identified.	ALL
Provision of Magic Breakfast.	<p>Children who are hungry do not perform as well. A free breakfast (starting in November 21) ensures that children are able to come to school and be fed, allowing them to have the best possible start to the day.</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>	2, 3, 4 5 and 7

**Total budgeted cost: £106,375**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact of pupil premium activity had on our pupils the 2021-22 academic year.

**Intended Outcome:** Improved oral language and vocabulary among disadvantaged pupils.

We recognise the importance of early identification of speech and language difficulties and providing targeted support as this has future impact on children accessing the curriculum. In 2022-23 24 children received specialist support from our Speech and Language Intervention Officer. 17% of children have been discharged since September, two of these children have had two or more targets and two children had had one new target. 46% children have had 2 or more sets of new targets and 54% of the children have had one set of new targets with 100% of children making good or accelerated progress. Due to the system where parents have to request further involvement from speech and language therapy services, some children have been waiting longer for new assessments and targets.

**Intended Outcome:** Disadvantaged pupils' phonics outcome improves.

It is our ambition to ensure that we raise outcomes in reading, particular for our disadvantaged pupils as a child's attainment in reading has a proven correlation with success in a child's future education. All Year 1 children completed the phonics screening in June 2023. In June 2023, 79% passed the phonics screening which was comparable to national (79%) 46% of the cohort were eligible for pupil premium funding. 73.1% of pupils achieved the expected standard in the phonics screening in June. Pupil Premium children achieving the expected standard in the phonics was above the national attainment (67%).

The Year 2 children have suffered considerable disruption to their education in Reception and Year 1 as a result COVID-19. In June 2023, all pupils achieving the required standard at the end of Key Stage 1 was 79.3% compared nationally to 89% of pupils in the phonics screening test. This data reflects the challenges of the school post pandemic and the diverse needs of the cohort with 64% of children were eligible for PP funding and 14% of the cohort identified as SEND. Internal assessments demonstrate that all children made good progress from their starting points.

As a school, we have invested in targeted phonics support for EYFS, Year 1, and Year 2. The impact from this has enabled us to achieve the results above despite the school being located in lowest 10% of deprived schools nationally. We will continue to prioritise Pupil Premium Funding to target disadvantaged pupils and ensure that all of pupils become successful early readers. The school recognises that there is a significant gap between the phonics screening check and the end of KS1 reading results and the school intends to review the school's SSP programme in 2023-24.

**Intended Outcome:** Pupils will make good or accelerated progress in reading, writing and maths.

In 2022-23, our data for all pupils achieving GLD in reception was below the National Average, but especially for our disadvantaged children. The gap between Pupil Premium and Non-PP children was above 20%. This reflects the low entry data for the pupils starting in Reception. The school will continue to prioritise pupil-premium funding for children in Early Years to ensure achievement for all is raised.

At the end of Key Stage One, our data for all pupils in reading, writing and mathematics was significantly below the national attainment standards. There was an attainment gap between Pupil Premium and Non-Pupil Premium for RWM with the most significant gap in writing. However, 64% of the cohort were eligible for Pupil premium funding and although the data was below our expectations, it does reflect the unique challenges of this particular cohort with 14% identified as having SEND. This coupled with low entry data and the repercussions of the pandemic, has had a substantial impact on our children. Despite our data being below national standards, internal monitoring demonstrates that the majority of pupils made good or accelerated progress from their starting points.

**Intended Outcome:** To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

During 2022-23, on average 34% of our disadvantaged pupils accessed after-school enrichment opportunities. School visits and experiences have a significant role in enhancing the learning and curriculum and develop children both personally and socially, particularly for our disadvantaged pupils. This year we have continued to fund or subsidise school visits for our disadvantaged children to enhance curriculum and our teachers and pupils spoke positively about the enrichment provided and the impact on children's cultural capital.

**Intended Outcome:** To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Attendance has been a focus for us as a school as we have returned from the pandemic. School attendance data has been tracked and compared to National with our school attendance policy being implemented robustly and attendance monitored by our Attendance Officer and Headteacher. Whole school attendance in July was 92.32 (Exc. Non-Statutory Pupils) which is considerably below our school target of 96% and this has been reflected in the picture Nationally. National statistics for pupil attendance in primary schools in 2022 to 2023 was 92.5% so our school was comparable with national. The attendance for PP children was 92.16% (Exc. Non-Statutory Pupils) which was comparable to Non-PP with 92.43%. Persistence absence continued to also be a challenge for the school with 21.38% of pupils considered persistence absentees during 2022-23. During the academic year, 70 children were considered persistent absentees at some point. Out of the 70 children identified children 71% were in receipt of Pupil Premium. This will continue to a focus for the school in 2023-24.

## Externally provided programmes

Programme	Provider
Number Sense	Number Sense Maths
Numbots	Maths Circle Ltd
Music Tuition	Inspire Music Hub