



Albany Infant and Nursery School Pupil Premium Strategy Statement – Sept 2024



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	Albany Infant and Nursery School
Number of pupils in school	128 (160 inc Nursery)
Proportion (%) of pupil premium eligible pupils	44 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 3 of 3 year strategy.
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Kirsten O'Neill
Pupil premium lead	Kirsten O'Neill
Governor / Trustee lead	Maxine Govier

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,020+ EYPP=£3,000 Total £67, 020
Recovery premium funding allocation this academic year	N/A
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	£67,020

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy is driven by a desire to provide the opportunities and experiences which will enable all children to flourish to their maximum potential. At Albany Infant and Nursery school, we believe that every child, despite any early, adverse childhood experiences or current challenging circumstances can thrive academically and emotionally. As a school, we strive to mitigate the barriers and challenges our disadvantaged pupils face to ensure that any gaps identified between children eligible for pupil premium and those who are not, are addressed, enabling all children's needs to be fully met and giving children the opportunity to achieve. At Albany, we believe that all disadvantaged pupils warrant a culture of high expectation. We are aware that some of the children eligible for pupil premium children at Albany face unique challenges and have multiple barriers to learning and success including: low early language levels; low levels of aspiration; social and emotional needs and ongoing lack of parental support. As well as the aforementioned challenges, we also acknowledge that some of our children have not had the same life experiences afforded to their peers and do not have access to the same opportunities outside school as many of their peers. Our highest priority is that children in receipt of pupil premium funding receive quality first teaching which meets their academic needs and support for their social and emotional needs. This will not only benefit children in receipt of pupil premium, but also those non-pupil premium children who face similar barriers. We aim to challenge our pupils towards greater depth, as well as providing the support required for those who did not meet the age expected standard. We will ensure that we support our pupils, encouraging them to grow personally and academically using strategies that are grounded in research. Fundamentally, we know that learning cannot take place where relationships are poor. We aim to ensure that our children and families are cared for and supported around a range of issues.

This year we aim to work to improve the following:

Communication and language barriers

Consistency of teaching through lesson design

Attendance of our pupils

Resilience, independence and perseverance in learning behaviour

Writing

Opportunities to build cultural capital

Familial issues which lead to early help or social care involvement.
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Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress in writing and reading are low, as children are not exposed to rich texts and vocabulary beyond school.
2	Communication and language barriers are evident in a high proportion of pupils across the foundation stage
3	Inconsistent attendance of pupils has led to gaps widening in all curriculum areas particularly writing.
4	Children tend to have limited life experiences and limited cultural capital, particularly those in receipt of pupil premium.
5	Starting points of children within F1 are low in communication and language.
6	The complex family issues presented by children with social care involvement and requiring early help, sometimes leads to pupils falling behind
7	Resilience of pupils in low leading to a lack of ambition and independence
8	Few pupils reach a greater depth of understanding across core subjects

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 communication and language across the foundation stage	<ul style="list-style-type: none"> • Whole school approach to communication and language adopted (TALK) so that communication and language levels improve across school. • Sentence stems used across core subjects to promote quality response • Discrete vocabulary teaching in all areas • End of the day story time to immerse the children in rich texts and vocabulary • Specific communication interventions for individual pupils
Raise attainment in higher achieving children across reading and writing.	<ul style="list-style-type: none"> • Children who didn't achieve greater depth expectation will be targeted and tracked,

	<p>with evaluations taking place in Pupil Progress reviews and actions monitored.</p> <ul style="list-style-type: none"> • Children of whom we have concerns will be identified early in the academic year and supported to achieve a higher standard • High quality resources will be paid for and implemented into lessons. • Pupils will have adequate resources at home to support learning such as high-quality, language rich texts. • Parents will receive positive communication regularly commending their efforts. • A regular communication will be established with parents where the connection between reading for pleasure and outcomes will be highlighted. • Planning will be deliberately focussed on the introduction higher level skills
<p>To ensure children are happy in both school and home and are able to regulate their emotions.</p>	<ul style="list-style-type: none"> • Nurture intervention groups will provide strategies, which children will then be able to apply to home and classroom situations. • ELSA sessions will be provided on either a 1:1 basis or in small groups and are catered towards individual's needs. • The ELSA will engage with families who need extra support. • Staff will be nurturing and aware of individual's needs. • Children will know who they can talk to if they have any concerns relating to children.
<p>Provide early help to families where a social worker has been or is allocated and to those requiring an early help assessment</p>	<ul style="list-style-type: none"> • Early Help Assessment forms will be completed in a timely manner. • Parents and children will be engaged in the process through a rigorous procedure, using the safety and well-being grid as a guide. • Parents will be signposted to support groups, additional help and organisations as appropriate. • Referrals to outside agencies will take place in a timely manner. • Pupils will be allocated support via the ELSA • Emerging needs tracker will identify those pupils who require additional help • Support will be evaluated on a 6- weekly basis. • ELSA assessment used as baseline and progress measure • A team approach will be taken with solution circle strategies deployed when cases are complex and requiring new thinking.
<p>Raise attendance for children eligible for pupil premium</p>	<ul style="list-style-type: none"> • Children with persistent absence identified and monitored

	<ul style="list-style-type: none"> • Family support worker to contact families to offer support • Review of attendance policy and procedures • Print out of attendance to be given out on parents evening and discussed with families
Employ strategies to improve resilience and independence in learners	<ul style="list-style-type: none"> • Enable tables • Marking stations • Manipulatives • Learning pit • PSHE focused work

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: £40,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue the provision of quality first teaching by providing whole staff CPD to all staff.	EEF: The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils.	1,3,4,8
To effectively deploy teaching assistants in the classroom to maximise attainment in reading and writing. 2 x £19,945 = £39,890	EEF: Effective deployment of TAs is enhanced by training, self-assessment and monitoring of impact of TAs. Deployment should be measured, planned for and evaluated to have impact. Lesson design matrix to be developed showing roles within the classroom at specific points Interventions to be targeted and developed to improve outcomes in RWM	1,3,34,8 1,3,4,8 2,3,8
Quality texts to be used throughout the curriculum to enhance teaching and exposure to a range of texts. £1000	The use of high-quality books within the curriculum is at the heart of a school's successful approach to engage and support children to become motivated and independent readers	1,2,5,8

Staff CPD on lesson design focusing on research-based strategies Series of 5 sessions	Reactivate – Ebbinghaus Model – Rosenshine / cognitive load Learn together – Walk thrus EEF: Quality first teaching is key to pupil outcomes	1,3,4,8
Staff meeting focusing on challenge throughout the lesson	Challenge throughout the lesson has a greater impact on outcomes than creating an 'add on' task at the end of the lesson.	1,3,4,8
Pre and post teach and feedback sessions.	EEF – Feedback studies tend to show high effects on learning.	1,3,4,8

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

Budget £14,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants are trained to provide quality targeted interventions	EEF - For pupils in need of additional support, research suggests that providing targeted academic support finely tuned to the needs of individual pupils offers potential benefits.	2,5,7,8
Provide pupil premium children in KS1 with 1:1 and small group intervention for early reading £7,050	EEF – Small group tuition has an average impact of four months' additional progress over the course of a year.	2,5,7,8
Individual reading for children in receipt of Pupil Premium.	EEF- One to one is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	2,5,7,8
Individualised feedback to support the progression in writing	EEF – Feedback studies tend to show high effects on learning.	2,5,7,8
Small group communication skills F1/2 £7,050	EEF – oracy intervention has an average impact of 6 months' additional progress over the course of a year.	2,5,7,8

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

Budgeted cost: £ 12,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENCO and Pupil Premium lead to hold meetings with teachers to identify support for targeted children</p> <p>Cover costs £800 (four x day sessions).</p>	<p>In order to carefully track the progress of children with SEN and children who are disadvantaged, it will be necessary to specifically identify and target these children, with strategies agreed and put in place.</p>	<p>1,4,8,9</p>
<p>Nurture support and a nurture room is provided for those children who need it</p> <p>£7,050 intervention £2,000 FLS for parents</p>	<p>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.</p> <p>Families will benefit from signposting and support offered</p>	<p>6</p>
<p>ELSA provision is provided for 1:1 sessions or small groups</p> <p>£7,050</p>	<p>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.</p>	<p>6</p>
<p>Review attendance procedures</p>	<p>EEF- Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success.</p>	<p>3</p>
<p>Provide financial aid so children who are eligible for pupil premium can attend school trips/extra-curricular clubs</p> <p>£2,730</p>	<p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>KS1 enrichment visits to clip and climb (Year 1) Go Ape (Year 2), pantomime Balancability sessions within Foundation Stage</p>	<p>4</p>

Total budgeted cost: £67,570

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 since the implementation of this strategy in the 2021 to 2022 academic year.

2020-21 Review

- The ELSA/pastoral role within school was firmly established within our schools' provision and is easily accessible for parents in their time of need.
- Nurture groups were delivered throughout the academic year so that pupils were able to develop effective strategies enabling them to further support their learning within their classrooms.
- A 1 to 1 reading TA was deployed effectively so that disadvantaged pupils were provided with enhanced reading opportunities across the school year.
- Additional life experiences were provided to all pupils: including visits to clip and climb and Go Ape within KS1 and animal encounters within the foundation stages.
- A greater variety of books (50 greatest reads per year group) were purchased so that pupils were able to access high quality texts across the curriculum, including poetry.
- The school library was restocked with high quality non-fiction texts to improve engagement with a wide variety of text types.
- KS1 pupils remained broadly in line with national averages for the phonic screening check, achieving 86% (taken December 2021).
- GLD remained broadly in-line with national averages.
- Standards in both reading and writing were raised across school.
- Wrap around care such as breakfast and after school clubs were made accessible at affordable rates for our whole school community.
- Teachers placed a clear emphasis on modelling techniques to ensure quality first teaching was delivered in all classrooms.

2021-22 Review

- Overall, pupils achieving a GLD at the end of EYFS was in line with national averages. This is also true of the % of children reaching the expected standard in phonics and in Reading, Writing and Maths at the end of KS1.
- By the end of KS1, disadvantaged readers and writers made accelerated progress during Year 2 compared to their peers. Differences in performance between disadvantaged and non-disadvantaged children were therefore reduced during the year with a minimal difference in standards at the end of the year.

- Similarly, in EYFS, disadvantaged pupils made more rapid progress than their peers, diminishing the difference throughout the year. A focus will remain on diminishing the difference further as these children move into KS1.
- Further 50 greatest reads were purchased to allow a reading for pleasure book to be sent home with F2 children to promote reading for pleasure – this has improved children’s attitudes towards reading and seen greater levels of enjoyment and knowledge of authors and texts.
- Additional phonic packs were created and sent home to assist with targeted support of phonemes – the impact of this was clear with a minimal difference between the % of disadvantaged and non- disadvantaged children achieving the expected standard in the phonics screening check.
- New reading materials were purchased to allow for greater reading opportunities to be facilitated within F1.
- 72% of Pupil premium children attended an afterschool club.
- Pupil premium pupils read at least 3 times a week to an adult in school and pupils within the bottom 20% of each year group read at least twice a week to an adult in school – again, the impact of the designated TA role has been clear on pupil achievement.
- Disadvantaged families and children were successfully supported throughout the year with social and emotional issues by our designated ELSA. This has impacted positively on children’s wellbeing and attendance for some individual families.
- Attendance for disadvantaged pupils improved throughout the year but was impacted significantly by illness. There was a difference between the attendance of disadvantaged and non-disadvantaged pupils at the end of the year and reducing this should remain a focus for the school moving forward.

2022 – 23 review

- Attendance for the year was 92.3% below national figures. Attendance and punctuality is impacted by a number of familial issues which need addressing to help families move forwards.
- Overall, pupils achieving a GLD at the end of EYFS was in line with national averages. There is an impact on GLD of the amount of pupils who achieve the expected standard in reading, writing and maths. It is clear that speech and language impacts this.
- 50 greatest reads were purchased to allow a reading for pleasure book to be sent home with F2 children to promote reading for pleasure
- Little Wandle phonics is now embedded into the curriculum
- All children experienced opportunities to develop including a theatre trip and climb and climb.
- Pupil premium pupils read at least 3 times a week to an adult in school and pupils within the bottom 20% of each year group.

- Pupils in year 2 achieved in line with national averages in reading and maths. Work is needed to secure a greater depth of understanding in these areas.