



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	Central Street Infant and Nursery School
Number of pupils in school	69
Proportion (%) of pupil premium eligible pupils	15.9%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Lucy Caswell
Pupil premium lead	Louisa Bright
Governor / Trustee lead	Jo Doherty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,795 (9 x £1345 = £12,105 2 x £2345 = £4,690)
Recovery premium funding allocation this academic year	£2,000
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	£ 18,795

Part A: Pupil premium strategy plan

Statement of intent

At Central Street our intention is that all pupils, irrespective of their starting points, background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal by ensuring they receive the highest quality of education, this includes 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 children who are looked after (CLA). The activity 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 ultimate objectives for disadvantaged pupils are to:

- Remove barriers that are created due to family circumstances and early life experiences
- Narrow the gap in attainment between disadvantaged pupils and their non-disadvantaged peers
- Use feedback to ensure that progress is accelerated
- Teach self-regulation to help support a greater number of children to achieve expected age-related progress and attainment in maths, writing and reading
- Ensure that all pupils learn the phonic code, become fluent readers and develop a life-long love of reading
- Provide an environment where pupils and their families feel safe and looked after, where their emotional wellbeing is supported and developed.

To achieve these objectives and help children overcome barriers to learning we will:

- Provide frequent CPD to ensure that we offer a high quality, effective Quality First Teaching
- Provide high quality CPD on the use of feedback, metacognition and self-regulation
- Quickly identify gaps in learning and put provision, support or interventions in place to address these gaps.

- Use funding to ensure that all children are able to take part in visits that enhance the curriculum and extra-curricular activities.
- Keep wellbeing as a high priority for all pupils so that they are able to settle to learn and provide additional support to those requiring it.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the funding for tutoring for those 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. Teachers will identify pupils needing support through provision mapping. This will be support may be academic or for social, emotional and mental health needs.

Challenges

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

Challenge number	Detail of challenge
1	Gaps on knowledge in phonics, reading, writing and maths
2	Staff CPD
3	Social, emotional and Mental Health and wellbeing
4	Punctuality and attendance

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
<p>More children achieve expected age related progress and attainment in maths, writing and reading. Achieving outcomes in-line with, and above national average by the end of KS1</p> <p>At least 90% of pupils in Year 1 will pass the Phonic Screen.</p>	<p>KS1 reading, writing and maths outcomes in 2024/25 show that the proportion of disadvantaged pupils meeting the expected standards is broadly in line with non-disadvantaged pupils</p> <p>Phonics screen outcomes will rise to above 90% by 2024/25</p> <p>Analysis of data, including prior attainment will identify children in need of intervention and 1:1 tuition.</p> <p>Tuition begins Spring Term 2022 for pupils in Year 2</p>
<p>CPD for class teachers on feedback will begin and will be implemented</p>	<p>Guided learning will enable an increased amount of constructive teacher feedback at the point of learning. This will improve attainment and accelerate progress.</p>
<p>CPD for class teachers on metacognition and self-regulation will begin and will be implemented</p>	<p>Teachers will report improved skills and confidence in areas of metacognitive approaches and methodologies to support self-regulation</p>
<p>We will increase our enrichment opportunities across the curriculum.</p>	<p>The broad and balanced curriculum that is offered will always be accessible to all our learners, including educational visits.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in self confidence • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To ensure attendance of disadvantaged pupils is at least 96%.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p>

	<ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 96%, and the rate for disadvantaged and non-disadvantaged pupils being broadly in line• the percentage of all pupils who are persistently absent being below 96%• Work with EWO to support and advise families• Offer breakfast Club place. Find out about the Magic breakfast scheme.
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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: £10,337.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils by ensuring that all staff are well trained to ensure consistency, leading to a reduction in cognitive load.</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><i>Evidence shows that teaching phonics is the best way to teach children to read, e.g. the EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it.</i></p> <p>‘The Reading Framework’, DfE, July 2021</p> <p><i>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.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2</p>
<p>CPD for teaching Staff focussed on the impact of feedback</p>	<p><i>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. Feedback can be effective during, immediately after and some time after learning.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1, 2</p>

<p>CPD for teaching staff and support staff on meta cognition and self-regulation</p>	<p><i>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1, 2</p>
<p>Maintaining adult to pupil ratios</p>	<p>Ensuring that all classes in KS1 have support from a Teaching Assistant, especially when phonics, maths and English are being taught.</p> <p><i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1</p>

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

Budgeted cost: £2,819.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils</p>	<p>1</p>
<p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition and school-led tutoring for pupils whose education has</p>		<p>1</p>

<p>been most impacted by the pandemic.</p>	<p>or those falling behind, both one-to-one and in small groups</p> <p><i>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</i></p> <p><i>One to one tuition and small group tuition are both effective interventions. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>TA and SA's to meet half termly to receive information and training on effective interventions and QFT</p>	<p>Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1, 2</p>

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

Budgeted cost: £5,638.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Outdoor Learning in EYFS and KS1</p>	<p><i>Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.</i></p> <p>DfE Physical health and mental wellbeing Sept 2021</p> <p>https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary</p>	<p>3</p>
<p>Mental Health Support team in residence 1 day per</p>	<p>Prioritising mental health and wellbeing is something supported by the EEF</p>	

week – therapy space/resources	EEF Guide the Pupil Premium – Aut 1, 2021	
Increased enrichment opportunities	Targeted access to trips Targeted / priority access to clubs	3
Support from the Educational Welfare Service	To ensure that Pupil Premium attendance is at least in line with national figure of 95.3% School will monitor attendance termly. EWO will support with those cases where attendance fall below 90%	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £18,795

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.

The current Executive Headteacher began her post in January 2021, this coincided with the Hebden Bridge Infant School Federation federating with Riverside Junior School to create the Hebden Bridge School Federation and also the beginning of the second national lockdown beginning on the 6th of January and lasting until the 8th March.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

End of KS1

The Pupil Premium children who completed KS1 in summer 2021 made between 8 and 11 points progress in Reading, Writing and Maths across the Key Stage. The expected amount of progress in this period is 12 points.

Of the 4 Pupil Premium children, 1 was at or above expected attainment in Reading, Writing and Maths. Of the three that were below expected attainment, 2 were on the SEND register.

Autumn 2020 – Delayed Phonics Screen

Of the 13 pupils in the Year 2 class, 10 passed the screen – 83.3%.

Of the 4 Pupil Premium children, 2 passed the screen – 50%, the 2 that did not pass were on the SEND register.

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
White Rose Maths Premium	https://whiterosemaths.com/resources/
Real PE	https://jasmineactive.com/solutions/real-pe
Class Dojo (free)	https://www.classdojo.com/en-gb/?redirect=true
Nessy	https://www.nessy.com/en-us