



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	Central Street Infant and Nursery School
Number of pupils in school	66
Proportion (%) of pupil premium eligible pupils	(10 children, R-Y2) 15.1%
Academic year/years that our current pupil premium strategy plan covers	2022-2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
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	£17,950 (6 x £1385 = £8,310 4 x £2410 = £9,640)
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	£19,950

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
- Ensure that all pupils in EYFS make good progress, we will know what they have learnt, what they need to learn now and plan small steps for their future learning
- 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
- Ensure that all pupils become fluent writers (gross/fine motor and handwriting) who are confident to write for a range of purposes
- 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 frequent CPD to improve writing outcomes, this will include 'The Writing Process', oracy and vocabulary.
- 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.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

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>EYFS outcomes in 2024/25 show that the proportion of disadvantaged pupils achieving GLD and meeting ELG's will be above local and national.</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 2023 for pupils in KS1</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>Provide frequent CPD to improve writing outcomes, this will include 'The Writing Process', oracy and vocabulary.</p>	<p>The new approach to planning and teaching writing will be embedded. 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</p>

	approaches and methodologies to support self-regulation
We will increase our enrichment opportunities across the curriculum.	The broad and balanced curriculum that is offered will always be accessible to all our learners, including educational visits.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<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
To ensure attendance of disadvantaged pupils is at least 96%.	<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.

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: £9,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Monitoring of the Phonics programme to secure stronger phonics teaching for all pupils; especially those that are disadvantaged and accessing catch-up interventions by ensuring that all support staff are well trained to ensure consistency.</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 to improve writing outcomes, this will include ‘The Writing Process’, oracy and vocabulary.</p>	<p><i>Word reading, spelling, reading comprehension, and writing composition rely to some extent on the same underlying processes and are therefore inexplicitly linked. Learning to be literate relies on pre-existing oral language and cognitive skills, with the extent of involvement of these processes differing between aspects of reading and writing and at different points during development. As an educator it is important to understand the underlying skills used in reading and writing and how the processes are related, work together, and operate in isolation. This will support planning—ensuring that the right skills become the focus, assessment, so children’s literacy progress can be monitored with any weaknesses identified, and teaching—so support can be adapted to the needs of the child.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1, 2</p>

<p>EYFS curriculum development to ensure that all EYFS children make good progress, we will know what they have learnt, what they need to learn now and plan small steps for their future learning</p>	<p><i>Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children’s learning in the early years are likely to be particularly important for children from disadvantaged backgrounds.</i></p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</p> <p>Developing provision and monitoring data to inform development of provision in all prime areas and also PSED</p>	<p>1, 2, 3</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</i></p>	<p>1</p>

	<p><i>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>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,987.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	1
Tutoring to provide school-led tutoring for pupils who have gaps in their learning (impact of pandemic) with a focus on phonics, spelling and maths.	<p>Targeted phonics interventions have been shown to be 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 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>	1
TA and SA's to meet half termly to receive information on phonics interventions, speech and Language and training on effective	<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>	1, 2

interventions and QFT		
Pupil Progress Meetings – SENCo provision mapping	Teacher assessments used to identify pupils off track, in need of support. These children will then be targeted and monitored with the involvement and support of the SENCo.	1, 2, 3
LINGO (Speech and Language)	Chatter boxes intervention for EYFS with a focus on Listening and Attention Training for all staff	1, 2
BSquared	Small steps tracker to identify targeted areas of teaching for those children making smaller steps of progress, including social interactions.	1, 2, 3

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

Budgeted cost: £4,987.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor Learning in EYFS and KS1	<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> DfE Physical health and mental wellbeing Sept 2021 https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary Forest School Activities in the Summer Term	3
Jigsaw PHSE Curriculum	<i>Fifty per cent of mental health problems are established by the age of 14, which is why early intervention matters and primary schools play such a vital role in providing high-quality PSHE lessons.</i>	3, 4
Mental Health Support team in residence 1 day per	Prioritising mental health and wellbeing is something supported by the EEF <i>EEF Guide the Pupil Premium – Aut 1, 2021</i>	3, 4

week – therapy space/resources	Resources to support sensory needs	
Increased enrichment opportunities	Targeted access to trips Targeted / priority access to clubs	3, 4
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: £19,950

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using EYFS and key stage 1 performance data, phonics check results and our own internal assessments.

We continue to try to better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those at a national and regional level. We also looked at these comparisons using pre-pandemic scores for the end of KS1 in 2020/21.

Data from tests and assessments suggest that, at a school level, in 2021/22 disadvantaged children achieved below non-disadvantaged in Reading, slightly below in Maths, but in line in Writing. They were below in reading and writing at a local and national level, but in line with maths. In 2021/22 the disadvantaged children achieved higher in Maths and in line in reading and writing with the school data in 2020/21. This information does not include the children from River Class (ASD Resource Provision).

Our analysis suggests that the reason for some of our disadvantaged pupils not meeting expected standard or not passing the phonics screen is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils; tutoring and a very structured and rigorous approach to the teaching and assessment of phonics had a positive impact.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils is still evident, especially in reading, since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 5% higher than their peers in 2021/22 in Y2, In Y1 the attendance of disadvantaged pupils was 5% better than their peers. We recognise that any gap between these groups is too large which is why raising the

attendance of all pupils, but especially our disadvantaged pupils is a focus. This attendance information includes pupils from River Class (ASD Resource Provision).

Our observations and assessments demonstrated that pupil attainment improved last year in KS1, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. For our EYFS learners the focus will be providing provision and targeted interventions to support Personal, Social and Emotional Development and Listening and Attention.

These results mean that we are at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our School Development Plan and included recommendations from our Ofsted inspection (Nov 2022) and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

End of EYFS

3 disadvantaged pupils.

Reading - 1 made more than expected progress, 1 made expected.

Writing – all made below expected progress

Maths - 1 made more than expected, 2 made expected.

End of KS1

3 disadvantaged pupils (mainstream)

Reading - 2 made expected.

Writing – 2 made expected.

Maths - 1 made more than expected, 1 made expected.

Autumn 2021 – Delayed Phonics Screen – Y2

Of the pupils in the Year 2 class passed the screen – 91%. 2 that did not pass are disadvantaged.

June 2022 – Phonics Screen – Y1

91% of children passed the screen. (10/11) There were no disadvantaged children in the class.

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