

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Higham Ferrers Nursery and Infant School
Number of pupils in school	231 (including Nursery 267)
Proportion (%) of pupil premium eligible pupils	23% (not including Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 to 2026
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mrs J Toyer
Pupil premium lead	Mrs S Miller
Governor / Trustee lead	Mrs L Parbery-Gray

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year (April 23 –March 24)	£70,535
Recovery premium funding allocation this academic year	£7,032
School led Tutoring Funding	£2,362
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic/financial year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£79,929

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils irrespective of background or challenges that they face in their home lives, make good progress and achieve highly, and alongside this are given the same life opportunities as their peers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. This strategy also supports 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 which disadvantaged pupils need the most support. This has been proven to close the gap between disadvantaged pupils and their peers. Implicit in the intended outcomes below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside that of their disadvantaged peers.

Our approach is based on targeted assessments, not assumptions about disadvantaged pupils. The approaches that we have adopted are supportive to the children's learning styles and are age appropriate. To ensure that they are effective we will:

- Ensure that disadvantaged children are challenged in the work they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which disadvantaged pupils outcomes are at the top of staff's agenda
- Ensure that all staff have high expectations for disadvantaged pupils and what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	The number of pupil premium children has increased over the past few years with many children becoming eligible midyear. This is in part due to the impact of the cost of living crisis on some of our families. The changing numbers of pupil premium numbers throughout an academic year has meant that some aspects of data are hard to quantify.
2	Assessments and observations have shown that oral language skills are underdeveloped in Nursery and some Reception children. Reception

	children have also been identified in needing further support in fine motor skills, mark making (writing) and early reading skills.
3	Historically internal assessments for our KS1 children show that in the Foundation stage, disadvantaged pupils came into school with lower attainment (age expectations) across the board. Particularly poor in the areas of Speaking, Listening Attention and Understanding, Comprehension, Reading, Writing and Number patterns.
4	The lack of external agencies supporting families with early cognition and language development (such as Health Visitors and Speech and Language services) has meant that those children, particularly those from disadvantaged families are coming to school with greater issues.
5	Internal assessments show that in KS1, disadvantaged pupils are lower in aspects of literacy, Reading and Writing and in Maths.

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 for disadvantaged pupils.	Assessments and observations show that there is significant improvement in oral language skills of disadvantaged children.
Improving reading and phonics outcomes for all children and in particular disadvantaged pupils.	Foundation stage and KS1 outcomes show that disadvantaged pupils attain in line with their peers.
Improving writing outcomes for disadvantaged pupils.	Foundation stage and KS1 outcomes show that disadvantaged pupils attain at least in line with their peers.
To achieve and sustain improved wellbeing for all pupils in our school especially disadvantaged pupils.	Class wellbeing assessments show that disadvantaged pupil's wellbeing is in line with their peers. Disadvantaged pupils take up the option of monetary reimbursement towards after school clubs, trips and clothing to enable them to feel included.

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: **£1000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raising Attainment and Wellbeing Award. Training to be rolled out to staff.</p> <p><i>(The Raising Attainment with Wellbeing Programme has been designed by five top national coaches to help schools raise attainment levels by improving the emotional wellbeing and mental health of both pupils and staff. The Programme offers a deep audit of the school's approach to staff and pupil wellbeing, and coaching in changing culture and climate, behaviour policy, inclusion practice and building the core strength of pupils to nurture their resilience, self-awareness and engagement.)</i></p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Re-examine a whole school community's relationship with "behaviour" and "behaviour management", creating culture and practice that is trauma-informed and relationships-driven.</p> <p>Reviewing the school culture and classroom environment to find deep level barriers that adversely affect a proportion of children</p> <p>Supporting staff understand the cognitive and behavioural impact of poverty and adverse social circumstances</p> <p>Applying the latest knowledge in the neuroscience of learning to create classrooms that support neurodiverse learners through grounded cognitive and metacognitive practice</p> <p>Removing individual barriers to learning, caused by physical or cognitive conditions</p>	4

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

Budgeted cost: £ 46,477

Activity	Evidence that supports this approach	Challenge number(s) addressed
£18,788 School led tutoring money, recovery premium. (50% School Led Funding and 50% PP Funding)	£13284 spent on School Led Tutoring carried out by two class teachers working with KS1 pupils focusing on Reading and Phonics. Remaining £5504 to be spent on TA led interventions with PP children across the school.	3 5
Structured interventions within year groups carried out 1 to 1 or in small groups to address gaps in reading, writing and phonics. (Teaching assistant support) £27.689	Disadvantaged pupil data and assessments show that they are currently achieving lower than their peers.	1 3 4

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

Budgeted cost: £32,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker	Works closely with families to enable them to come to school on time. Take advantage of funding. Supports their wellbeing.	5
Level 3 TA	Behavioural specialist TA supporting certain children to fully access lessons during the school day.	5
Disadvantaged pupils have access to after school clubs, trips and school uniform. Clubs £10,400 Trips £1,922	Wellbeing of families and inclusion.	5

Uniform £7,800		
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Total budgeted cost: £ 79,929

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 2022 to 2023 academic year.

The start of the academic year September 2022, 19% of the school were eligible for pupil premium funding. By the end of the year, July 2023, 21% were on the pupil premium register.

End of EYFS – Reception pupil premium children did not achieve as well as their peers with 62% achieving a GLD versus 72% non pupil premium. 15% of PP Pupils are SEN.

End of KS1 – Year 2 87% of pupil premium children achieved age in maths. 73% achieved age in reading in line with their peers and 67% achieved age in writing. This was below their peers. (Non PP 91% achieved age in Maths, 85% achieved age in reading and 80% achieved age in writing.)

In Year 1 91% PP Pupils and 93% of Non PP Pupils passed their phonics screening test. 100% of Year 2 Pupils passed their phonics screening test.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Non for this academic year.

What was the impact of that spending on service pupil premium eligible pupils?	
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Further information (optional)