

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	Common Road Infant and Nursery School
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Danielle Edwards
Pupil premium lead	Danielle Edwards and Karen Atkinson
Governor / Trustee lead	Stephanie White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,665
Recovery premium funding allocation this academic year	£3,264
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,736
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	£87,665

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is additional funding provided to the school based on the number of pupils who are currently receiving or have received free school meals in the past 6 years, for looked after children and for children in the armed forces.

It's additional funding given to schools in order to address the inequalities between those children eligible and their peers. It is our duty to use the pupil premium funding effectively in order to raise achievement and diminish difference between these children and their peers, both at a school and national level.

At Common Road we are committed to ensure every child is a reader when they leave our school. We know reading is built on the foundation of talk therefore we must ensure our children's speech, language and communication is well developed.

We are determined to address the inequality of experience that leads to some children having a limited knowledge and understanding of the world. Through access to powerful knowledge and vocabulary as part of our curriculum, as well as enriching experiences we will ensure every child develops the cultural capital to succeed.

Leaders are acutely aware of the link between under achievement and attendance, we are determined to ensure that every child attends school every day to benefit from the strong education we provide.

Challenges

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

Challenge number	Detail of challenge
1	From research we know that disadvantaged children are less likely to come from talk a lot/read a lot homes, this significantly impacts on their speech and vocabulary development. Children enter the school with speech and language skills significantly below age related expectation.
2	Although parents are aspirational for their children, some mental health issues in the home mean that some disadvantaged children are persistently absent.
3	Limited means results in parents being unable to provide experiences for their children beyond the locality. Opportunities for experiences

	within the locality are limited so some children have a very narrow knowledge and understanding of the world.
4	As a result of pupils entering school with limited Communication Language and Literacy skills the acquisition of phonic knowledge is adversely affected.
5	The school serves an area of significant disadvantage (in the highest 20% in the UK) many parents find it difficult to engage and work with school due to their own negative experiences of education. As a result some parents find it difficult to support their children with their learning at home.

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
Disadvantaged pupils make rapid progress in speech and language development so that they achieve in line with their peers.	Disadvantaged pupils achieve in line with national other for Communication Language and Literacy at the end of the EYFS. Pupils accessing speech and language therapy and the NELI programme make rapid progress.
Disadvantaged pupils attend school regularly and as a result make rapid progress.	Disadvantaged attendance is in line with national overall. Persistent absence for disadvantaged pupils decreases and is below that seen nationally.
Disadvantaged pupils acquire the knowledge, vocabulary and experiences that enable them to make gains in their learning across the curriculum.	Disadvantaged pupils are able to talk about their learning across a range of subjects using subject specific vocabulary. Disadvantaged pupils acquire knowledge and understanding across a range of subjects and are able to apply this independently. Disadvantaged pupils are able to access enhancements to the curriculum that enrich their learning.
Disadvantaged pupils exceed outcomes nationally in phonics and this translates into strong reading and writing outcomes at the end of KS1.	Disadvantaged pupils achieve above national in the phonics screening check. Disadvantaged pupils achieve in line with national other in reading at the end of KS1.

	Disadvantaged pupils achieve in line with national other in writing at the end of KS1.
Disadvantaged pupils' progress improves as a result of increased support in the home.	<p>Disadvantaged pupils read more regularly at home and complete home learning set.</p> <p>Parental feedback indicates that parents feel more confident and able to support their child at home.</p> <p>Parental attendance at engagement events has increased.</p>

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: £5,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD programme for all teachers to underpin research based pedagogical approaches to implementation.</i>	Pedagogical approaches based on cognitive load theory (Rosenshine, Sherrington) MARGE theory (Shimimura, EEF best practice quality first teaching)	3 Cost: £2000
<i>CPD programme for all teaching assistants to underpin research based pedagogical approaches to implementation.</i>	Pedagogical approaches based on cognitive load theory (Rosenshine, Sherrington) MARGE theory (Shimimura, EEF best practice quality first teaching)	3 Cost: £1000
<i>Weekly RWI training led by the reading lead. Bespoke training for individuals through the RM online portal.</i>	RWI DFE approved programme. EEF research, intervention good practice guide Bold beginnings (OFSTED) Destined for disadvantage	4 Cost: £1000 Cost: Online training subscription £1600
<i>Whole school CPD programme to support the modelling of language development.</i>	NELI approved programme (EEF) Closing the vocabulary gap (Alex Quigley)	1 Cost: EEXC Training £200

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

Budgeted cost: £65,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 daily RWI Keep ups alongside small group interventions led by highly skilled TAs.</i>	RWI DFE approved programme. EEF research, intervention good practice guide Bold beginnings (OFSTED)	4 Cost: TAs £17,460 Cost: HLTA £8,190

<i>HLTA deployment for focused assessment and targeted support for individual pupils.</i>	Making best use of teaching assistants EEF. DISS report.	
<i>Delivery of the NELI programme in Reception</i> <i>Delivery of the NELI programme in Year 1</i> <i>Delivery of a specialist speech and language programme by a trained speech therapist.</i> <i>Early intervention for Nursery starters and new to reception from other settings through the FEET programme.</i>	NELI approved programme (EEF) Closing the vocabulary gap (Alex Quigley)	1 Cost: NELI (R) £6,869 Cost: NELI (Y1) £2290 Cost: Speech therapist £8000 Cost: FEET £7,286 Cost of new temp TA £15,680

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

Budgeted cost: £16,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Free daily magic breakfast available for all children in school, no booking required</i>	DFE breakfast club programme	2 Cost: Breakfast £6896
<i>Increase parental communication and engagement through child and parents events</i>	EEF Teaching and learning toolkit – Parental engagement Review of best practice in parental Engagement – DFE	5 Cost: Prizes £160
<i>50% subsidy on educational visits for disadvantaged pupils to ensure they receive experiences beyond the school and add to their cultural capital</i>	Closing the vocabulary gap (Alex Quigley)	3 Cost: £2200
<i>Regular meetings with targeted families</i> <i>Daily tracking of attendance</i> <i>Governor involvement named Governor</i>	DFE improving attendance	2 Cost: Learning mentor attendance cost £6334 Cost: Attendance rewards £500

<p><i>Robust first response to absence</i></p> <p><i>School rewards and incentives</i></p> <p><i>Robust daily response to absence</i></p> <p><i>Home visits</i></p> <p><i>Work with the EWO</i></p> <p><i>Work with named governor for attendance</i></p> <p><i>Issue of penalty notices for term time holidays</i></p> <p><i>Clear procedures in place for children who are late to school</i></p>		
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Total budgeted cost: £87,665

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.

Aim	Outcome
Quality first teaching	<ul style="list-style-type: none">• Much improved delivery of RWI• Strong teaching of writing across KS1• Strong practice in early years validated through external visits from the EYFS team to school
RWI interventions	<ul style="list-style-type: none">• 90% of children have kept pace with the phonics scheme in reception• 92% of pupils passed the PSC in December 2020• 92% of pupils in Year 1 (2021) are predicted to pass the PSC Y2 (Autumn)
Attendance	<ul style="list-style-type: none">• Attendance has been affected by covid it remains stable at 94% but there are a large number of persistent absentees 31, many who are PP.