

Pupil Premium Strategy Statement

Pickering Community Infant and Nursery School

This statement details our school's use of pupil premium (and recovery premium) 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	Pickering Community Infant and Nursery School
Number of pupils in school	138 (plus 44 Nursery)
Proportion (%) of pupil premium eligible pupils	16%
Academic years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	February 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs S Gillam
Pupil premium lead	Mrs S Gillam
Governor lead	Mrs M De Barr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,698 (plus £2,384 Early Years Pupil Premium)
Recovery premium funding allocation this academic year	£2,175.00
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	£33,727.50

Part A: Pupil premium strategy plan

Statement of intent

At Pickering Community Infant and Nursery School we know that children from disadvantaged backgrounds can already have lower educational outcomes than their peers by the age of five. As identified by The Sutton Trust, a gap in children's speech and language equivalent to nineteen months has already emerged for some children in the lowest income families before they have even reached statutory school age.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years, who are Looked After, or are previously Looked After. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. We strive to ensure that all pupils achieve their potential and so overcoming barriers to learning is at the heart of our use of Pupil Premium funding in order for us to close the attainment gap.

In making provision we recognise that not all children who receive free school meals will be socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any children or groups of children the school has legitimately identified as being socially disadvantaged.

Research based evidence, including the Education Endowment Foundation, is used to support decisions around the usefulness of different strategies and their value for money.

Challenges

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

Challenge number	Detail of challenge
1	The gap in language and communication skills for children on entry to Nursery between children is broadening and there are increasing numbers of children not achieving ARE on entry.
2	Some children from disadvantaged families have lower starting points and need high quality teaching and learning to make progress to close the attainment gap.
3	For a variety of reasons, there can be a lack of support at home and home learning activities such as reading and spelling are often not done.
4	There is a lack of cultural capital for a number of our children who have not yet had a broad range of experiences both within and outside of their local area.

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
Pupil Premium children develop age-appropriate communication skills in line with their peers in order to fully access the curriculum.	At the end of Reception, children who are eligible for Pupil Premium funding achieve in line with the national average in all areas of Communication and Language.
Children eligible for Pupil Premium funding build upon their communication skills, accessing learning across the curriculum in line with their peers.	At the end of Key Stage One, Pupil Premium children have achieved broadly in line with the national average in the areas of reading, writing and maths.
The school curriculum offers all children in each year group meaningful experiences within their local environment, building to beyond their local environment.	By the end of their time with us in school children have had a broad range of experiences meeting members of our community, enjoying cultural experiences including theatre experiences, visiting a rural area and a seaside area close to our locality and a range of points of interests across our town.

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: £8,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CLL CPD, particularly for EYFS staff. CPD in which staff observe colleagues working focusing on key CLL development strategies.	<p>Recommendation One from EEF 'Preparing for Literacy' identifies improving communication and language, including high quality interactions as a priority for children in Early Years, particularly disadvantaged children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>Work with Huntington Research School has highlighted the positive impact that carefully focused CPD can have on teaching and learning for all pupils.</p>	1 and 2

Training EYFS staff at ELKLAN Level Two and Three	<p>Recommendation One from EEF 'Preparing for Literacy' identifies improving communication and language, including high quality interactions as a priority for children in Early Years, particularly disadvantaged children.</p> <p>ELKLAN is accredited training which has successfully been used through a number of social mobility pilots, including York LA.</p>	1 and 2
Language development across a range of subjects including through whole class guided reading.	<p>A number of studies suggest the importance of social interaction in the acquisition of language and the development of communication. Using a model of peer to peer support guided by a teacher is a model that supports this.</p>	1 and 2

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

Budgeted cost: £13,000.00 per year

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention	<p>Recommendation Seven from EEF 'Preparing for Literacy' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p>	2
Maths intervention	<p>identifies using high quality targeted support to help struggling children as a priority with the recommendation also stating that small group support is likely to be most effective when delivered by highly trained staff.</p>	2
Lexia programme	<p>Lexia offers a well-structured, highly personalised support package for reading and spelling skills. All children eligible for Pupil Premium have access and are given a range of opportunities to use this in school and support is offered to parents to help facilitate the use at home.</p>	2 and 3

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

Budgeted cost: £10,045.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of our Forest School Curriculum to support SEL	<p>The guidance report, 'Improving Social and Emotional Learning in Primary Schools' identifies the importance of both structured programmes and everyday teaching practices in this area. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Our Forest School SEL programme was developed using recommendations from this report and the delivery to staff was done in line with the recent guidance on effective Professional Development.</p>	4
TA support to allow use of strategies including Lego Play and Drawing and Talking	Lego Play and Drawing and Talking are two further programmes which support children with their SEL development.	2 and 3
Purchase uniform for PP children and daily milk for KS1 children	Providing children with items of school uniform and funding the purchase of milk for KS1 children means that this removes this expense for families.	
Contribution towards school visits	Alex Quigley (EEF) draws together a wide range of research and evidence in his books which demonstrate the positive contribution of wider experiences for children in developing their language and comprehension to support the closing of the language gap.	4

Total budgeted cost: £31,045.00

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.

Our number of pupils eligible for Pupil Premium funding varies year on year and significantly between year groups. Numbers over recent years have increased significantly. Between 2021 and 2023, we have seen a 57% rise.

	2021/22	2022/23	2023/24
Numbers of Disadvantaged Children (Rec to Year Two)	14	19	22

In Summer 2023, Year One children took the phonics screening check. 56% of our Year One pupils passed the check, which included 17% of our Disadvantaged Children. By the end of Year 2 in Summer 2023, 93% of our pupils had passed the phonics screening check, which included 57% of our Disadvantaged Children.

Our End of Key Stage One (Year Two) results demonstrate that Year Two eligible for Pupil Premium funding achieved broadly in line with their peers at the EXS standard in reading and below their peers in the areas of writing and maths.

Reading: 82% vs 80% PP eligible at EXS, 36% vs 20% PP eligible at GDS

Writing: 61% vs 30% PP eligible at EXS, 9% vs 0% PP eligible at GDS

Maths: 70% vs 40% PP eligible at EXS, 16% vs 10% PP eligible at GDS

When compared to their end of Reception data, it is clear to see that the interventions put in place specifically relating to reading have had the biggest impact on academic outcomes.

10 Children	Read EXS+	Write EXS+	Maths EXS+
End of Rec (2021)	30%	20%	30%
End of KS1 (2023)	80%	30%	40%

The Growing Up in North Yorkshire survey completed by Year Two children in the summer term showed that 97% of our children stated that they had an adult in school who they can talk to if they have worries or are upset.

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