

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	135 (plus 46 Nursery)
Proportion (%) of pupil premium eligible pupils	17%
Academic years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	April 2025
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 (2024 to 2025)	£34,091 (including £3,011 Early Years Pupil Premium)
Recovery premium funding allocation this academic year (anticipated to be allocated but not yet confirmed)	£1,451.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£35,542

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.

The number of Pupil Premium pupils has risen over the past few years. We feel this is partially due to the challenges that families are facing with the rising cost of living, as well as an indication that we have a changing community. Whilst our Pupil Premium proportion sits at 17%, which is a rise from 8.5% in 2021/22, our main Feeder Junior School, which serves the same community, has a Pupil Premium proportion of 23% suggesting that there are potentially many more of our children who could benefit from this additional funding but who we do not receive funding for. We continue to encourage families to register if they feel that they are eligible and offer funding for school uniform, milk at break times and funding for visits, visitors and after school activity clubs.

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. This lack of parental engagement can also be a contributing factor to poor attendance for a small number of our children.
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 (2024/25)

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: £18,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD to continue to develop high quality teaching and learning. Some of the areas of focus for this academic year include High quality interactions and supporting play in EYFS</p> <p>Mastering Number</p> <p>Ensuring that all staff access all appropriate CPD for their role is a priority.</p>	<p>In the EEF Guidance Report focusing on Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development, it is stated that, 'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'</p> <p>We also know from the EEF Guidance Report about Making Best Use of Teaching Assistants that, 'Schools should provide sufficient time for TA training' as part of ensuring that TAs are fully prepared for their role in the classroom.</p>	<p>1 and 2</p>
<p>Developing Communication, Language and Literacy (CLL) in EYFS</p>	<p>Following on from research by City of York Council through their highly impactful 'Early Talk for York' approach, we have offered targeted CLL training for our Nursery staff team. We have also adopted their recommended Wellcomm programme as a universal screening tool for all children in Nursery. Additional adult time has been timetabled into sessions in our Nursery to enable staff to work on targeted activities with individual children from the 'Big Book of Ideas'. We continue to offer CPD across the staff team around, this year, high quality interactions in EYFS which contribute to children's development in this crucial area of learning.</p>	<p>1 and 2</p>
<p>Curriculum developments have resulted in some changes to approaches in areas including reading and phonics. In order to deliver the teaching and learning with fidelity and to have the</p>	<p>Recommendations 2, 3 and 4 of the EEF Guidance Report, 'Improving Literacy in Key Stage 1' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1, highlight the following;</p> <ul style="list-style-type: none"> • Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills • Effectively implement a systematic phonics programme 	<p>1 and 2</p>

<p>desired impact, we need to ensure sufficient classroom support from teaching assistants.</p>	<ul style="list-style-type: none"> • Teach pupils to use strategies for developing and monitoring their reading comprehension <p>We continue to work with our local English Hub to ensure that these recommendations can be fully implemented in all classes from Reception to Year Two.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9,000.00 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 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> <p>Close work with our local English Hub to plan, review and refine the approaches to our phonics intervention has enabled us to maximise engagement and impact for our children. The children involved in our phonics intervention are identified through regular phonic assessments in line with our SPP. The TA leading this intervention has had significant phonics training and has worked directly with the lead teacher from our local English Hub and our Literacy Leader to develop and review this intervention.</p>	2
Maths intervention	<p>We use First Class at Number to support small groups of children in mastering their number skills to catch up with their peers. Children are selected using class teacher assessment and Sandwell assessments. The TA leading this intervention has been fully trained in the delivery of this intervention and liaises closely with class teachers around delivery, understanding and impact.</p>	2

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

Budgeted cost: £8,045.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance	Where needed to support families with attendance, following discussions with families, children in receipt of Pupil Premium funding may access funded places at Breakfast and/or After School Club.	2
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 and after school clubs	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. Developing their cultural capital allows children to be able to access more of the curriculum because of improved understanding and language skills. Parents of children in receipt of Pupil Premium funding are not asked to make any voluntary contributions to school visits and any after school clubs that children in receipt of Pupil Premium funding are eligible for a funded place at any of our after-school clubs.	4
Social and Emotional Learning (SEL) support	EEF identify that effective Social and Emotional Learning interventions can result in an average of four months additional progress over the course of a year. To have a positive impact, the EEF state that improvements appear more likely when Social and Emotional Learning (SEL) approaches are embedded into routine educational practices and supported by professional development and training for staff. Our PSED is well-established across school with a robust curriculum offer from EYFS to Year Two. The TA leading this intervention has had training in 'Introduction to Sandtray' and 'Theory and Practice of Nurture Groups' The interventions offered for SEMH and well-being support are planned based on each individual child using a personalised Boxall assessment and the output from this to ensure that it meets their most prominent need at that time. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	2

Total budgeted cost: £35,545.00

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 2023 to 2024 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 2024, Year One children took the phonics screening check. 86% of our Year One pupils passed the check, which included 75% of our Disadvantaged Children. By the end of Year 2 in Summer 2024, 92% of our pupils had passed the phonics screening check, which included 75% of our Disadvantaged Children.

Our End of Key Stage One (Year Two) results demonstrate that Year Two eligible for Pupil Premium funding (4 children) achieved below their peers in reading, writing and maths.

Reading: 77% vs 25% PP eligible at EXS, 33% vs 0% PP eligible at GDS

Writing: 57% vs 25% PP eligible at EXS, 8% vs 0% PP eligible at GDS

Maths: 69% vs 50% PP eligible at EXS, 23% vs 0% PP eligible at GDS