



Damson Wood Nursery and Infant School

Pupil Premium Strategy Statement

This statement details our school's use of pupil 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	Damson Wood Nursery and Infant School
Number of pupils in school (Reception-Year 2)	118
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) 2022-2023 = 39 pupils (from October 2021 census) 2023-2024 = 40 pupils + 2 LAC pupils (from October 2022 census) 2024-2025 = 33 pupils (from October 2023 census)	2022-2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Emily Hume (Headteacher)
Pupil premium lead	Emily Hume
Governor / Trustee lead	Lisa Evans (Chair of Local Governing Body)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Per pupil: £1455 x 40 pupils	£58,200
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	£59,670

Part A: Pupil premium strategy plan

Statement of intent

This strategy plan reflects our school and the context of our community. Our primary intention is to deliver high-quality teaching and learning with a focus on ensuring that all pupils in receipt of the PPG access the whole curriculum delivered at Damson Wood, including wider opportunities for personal development. We focus on the areas where disadvantaged pupils require the most support to ensure that their progress and attainment is sustained and improves alongside non-disadvantaged pupils.

We will consider the challenges faced by individual pupils with the help of an Assessment of Need for each child in receipt of Pupil Premium. These documents help us to identify barriers to learning and support strategies which may help to alleviate these. Teachers take responsibility for assessing pupils needs and senior leaders collate this information to consider patterns and trends across the school and to identify school-wide support and CPD needed.

In addition to what we know about our local community and the disadvantaged pupils we serve, we will also use research from the EEF (Education Endowment Foundation) and other source of evidence.

We aim to:

- Offer increased reading opportunities via reading books matched to phonics and investing in high quality books for reading for pleasure. **Challenge 1**
- Targeted interventions in specific skill gaps; knowing and responding to our data and what gaps to close.
Challenge 1-4
- High quality teaching with high expectations for all children. **Challenge 1-4**
- Ensure children are progressing and identifying any individual areas of need e.g. poor fine motor skills, lack of 1:1 reading opportunities, gaps in basic number skills. **Challenge 1-4**
- Overcome barriers in language and communication skills via Welcomm. **Challenge 3**
- Support children's Social, Emotional and Mental Health Needs, both within school and through outside agencies.
Challenge 5
- Support families with attendance and barriers to attending school. **Challenge 6**

Challenges

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

Challenge number	Detail of challenge
1	Phonics results for children in receipt of the PPG are lower than national. We aim to build on phonics skills and the application of phonics skills to develop reading fluency, reading comprehension and develop vocabulary acquisition. We aim to ensure children are 'keeping up, not catching up' and are being exposed to learning new phonics sounds. Children who are behind, will be part of an evidence-based intervention in the hope to close some of the gaps.
2	We have identified gaps in children's learning, as well as their school readiness e.g. entering Year One in phase 1 phonics. We aim to close some of these gaps through targeted interventions that will be monitored for impact to ensure they are school ready.
3	We recognise that language skills are lower than their peers and that expected nationally. We aim to address gaps within vocabulary development and build upon vocabulary and language skills through an evidence-based programme of intervention.

4	We know that Nursery and Reception cohorts have been affected by the national lockdowns, especially in relation to their communication and language, vocabulary and early phonics skills. We aim to support our Early Years cohorts and their readiness for school.
5	We recognise that children need support with their self-regulation skills and managing their anxieties. We aim to continue to develop wellbeing opportunities to support Social, Emotional and Mental Health needs and to access additional support from outside agencies.
6	We know that attendance is lower than their peers and that expected nationally. We aim to support and engage families whose children have consistently poor attendance and punctuality and use school initiatives to encourage better attendance. This will be focused on our GRT pupils, 100% of whom were persistently absent in 2021-22.

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>To be in line with national average progress scores in KS1 Reading, Writing, Maths, Science and Phonics.</p> <p>To be in line with EYFS GLD national average.</p> <p>High quality teaching in all classrooms</p>	<p>To increase the proportion of pupils in receipt of PPG achieving the expected standard in Reading, Writing, Maths and Science.</p> <p>90% to achieve the expected standard in the Year 2 Phonics Screening Check 75% to achieve the expected standard in the Year 1 Phonics Screening Check.</p> <p>EYFS GLD to be above 60% for pupils in receipt of PPG.</p> <p>Our monitoring process identifies that all children experience high quality teaching, to ensure good progress can be made. Children can retrieve previous information taught and apply new skills to their learning.</p>
<p>To maintain good levels of attendance and reduce number of children persistently absent.</p>	<p>Attendance showing a consistent level at, or better than, national averages. Attendance is within 94.4% (with an aim to achieve 96% for pupils in receipt of PPG who are not recognised as GRT). Persistent absentees to be below 16% (below 10% for non-GRT). To regular monitor attendance, and use CSAWS (Education Welfare Service) to engage with families whose children have consistently poor attendance and punctuality, particularly persistent absentees.</p>
<p>To offer wider curriculum enrichment opportunities in order to boost our cultural capital.</p> <p>Including children being part of School Council/Eco Committee/Anti-bullying Ambassadors, etc.</p>	<p>An established wellbeing ethos at the heart of school and the local community.</p> <p>Children in receipt of the PPG fully access our broad and balanced curriculum, which is inclusive for all and takes into account the views of our pupils. PP pupils are taught all subjects of the national curriculum and also offer additional Art, PE and Forest School for our pupils. They have opportunities to catch up on any missed learning due to absence and are supported with home learning and reading in school. We focus on building PP pupils' key vocabulary, skills and knowledge that children require by being clear and precise and providing opportunities to check that these are secure in children's long term memory. Success is measured by successful progression of the lowest attaining 20% of pupils through the curriculum. Children in receipt of PPG are included in wider opportunities such as being members of the Eco Committee and school council so they play an equal and active part in school life.</p>
<p>To ensure all our pupil premium children are invited to clubs e.g. morning clubs, after school clubs.</p>	<p>All children to be invited to a club so that 80% are taking part in at least one.</p>

Activity in this academic year 2023-2024

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching - Budgeted cost: £12,785

Activity	Evidence that supports this approach	Challenge addressed
<p>Ongoing CPD for staff, with a particular focus on phonics and reading. Staff to attend reading moderations and other training opportunities to support fluency and comprehension skills.</p> <p>Wider communication and language approaches using Welcomm.</p> <p>Supporting Teachers knowledge on how to prepare children for school and ensuring they are school 'ready'.</p>	<ul style="list-style-type: none"> Implementation of new Systematic Synthetic Phonics Programme – Little Wandle – to all staff. CPD carried out in July 2022 ready for new academic year. Ensure all relevant staff, including new staff and ECTs have received training to deliver effective phonics lessons in line with a systematic phonics programme. New decodable phonics books purchased to send home and read in class. Reading sessions 3x per week in every classroom. Reading Leader established and has allocated time each week to carry out role – observations, coaching, assessment, analysis, CPD, etc. Support ECTs who are new to school through support from the Tudor Grange Hub and within school through their mentors. Phonics Toolkit Strand Education Endowment Foundation EEF Training for staff by speech and language therapists from Talk Therapy. <p>EEF guidance documents:</p> <ul style="list-style-type: none"> Synthetic phonics interventions to sound out/blend sounds (EEF+4 months' impact) Reading comprehension strategies to teach approaches and techniques to improve reading fluency and comprehension of written texts (EEF+6 months' impact) Oral language interventions Toolkit Strand Education Endowment Foundation EEF To gain support and ideas from the Community Education Psychology Team (CEPS) around children's readiness for school, with a particular focus on implementing a Literacy Skills Programmes to improve children's readiness to access the curriculum. 	1-4

Targeted academic support - Budgeted cost: £37,453

Activity	Evidence that supports this approach	Challenge addressed
Support for Phonics and Reading	<ul style="list-style-type: none"> Purchase of new decodable books that are linked to phonics phases. Ensure access to high quality adult support via targeted/specific interventions including keep up programme Shared reading 3x per week to model, practise prosody, increase fluency, extend vocabulary and improve comprehension. Pre-reading / learning opportunities 1:1 reading to practice comprehension/phonics skills (including additional reading opportunities before lunch and with volunteers) 	1-4

	<p>EEF guidance documents:</p> <ul style="list-style-type: none"> • Synthetic phonics interventions to sound out/blend sounds (EEF+4 months' impact) • Reading comprehension strategies to teach approaches and techniques to improve reading fluency and comprehension of written texts (EEF+6 months' impact) • Phonics Toolkit Strand Education Endowment Foundation EEF 	
Vocabulary and Language Enhancements	<ul style="list-style-type: none"> • To embed use of Welcomm to assess and support children with language development in Nursery and Reception. • To ensure high quality texts are in all classrooms, and planned through the curriculum. • Early identification of children who need support, with a particular focus on language skills. • Use of Talk Therapy to target children who need more specific support around speech and language. • Oral language interventions Toolkit Strand Education Endowment Foundation EEF 	3,4
Reading, Writing and Maths	<ul style="list-style-type: none"> • Establish small group interventions for disadvantaged pupils falling behind age-related expectations. • Pre-teaching/same day/specific skills practice • Following an adapted White Rose maths scheme where areas of maths are constantly revisited. • Implementation of Mastering Number programme using Rekenrek 4x per week from Reception to Year 2. • Retrieval opportunities are regularly planned. • Home learning opportunities shared on year group Padlets • Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) 	1-4

Wider strategies - Budgeted cost: £9,432

Activity	Evidence that supports this approach	Challenge addressed
Engaging with Families	<ul style="list-style-type: none"> • Use of school staff and CSAWS (Education Welfare Service) to engage with families whose children have consistently poor attendance and punctuality. • School initiatives to encourage better attendance such as 99 Club, certificate, rewards, etc. • 1:1 time with adult in school for disadvantaged pupils to catch up on missed learning if they are absent from school. • Using Dojo to share communication • Sharing targets and achievements e.g. books sent home, parents' evenings, reports • On-going dialogues to maintain good attendance • Parental workshops/information evenings • Support with paying for trips/visitors • Learning resources to help with home learning • To offer a before school breakfast club • Improving School Attendance 	6

Wellbeing	<ul style="list-style-type: none"> • Implementation of Skills Builder to develop children’s character and skills for learning – digital membership. This will help boost readiness for upcoming learning and aspirations for the future. • Support from our ASD and Mental Health Lead Practitioner Community Education Psychology Support • Behaviour training (Jenny Mosely) with a particular focus on lunchtimes. • New books linked to our Values around being safe, proud, ambitious, kind, ready, successful • EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) 	5
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Total budgeted cost: £59,670

Part B: Review of outcomes in the previous academic year 2022-2023

Externally Provided Programme	Provider
WellComm	GL Assessment
Little Wandle Letters and Sounds	Little Wandle and Big Cat

Aim	Outcome
<p><u>Teaching</u></p> <p>To be in line with national average progress scores in KS1 Reading, Writing, Maths, Science and Phonics.</p> <p>To be in line with EYFS GLD national average.</p> <p>High quality teaching in all classrooms</p>	<p><u>We have achieved so far:</u></p> <ul style="list-style-type: none"> • KS1 Outcomes: See page 8. • Progress of children in receipt of PPG in Year 2 (End of KS1): <ul style="list-style-type: none"> ○ Reading = 60% expected+ progress (62% all); 45% better than expected progress (48% all) ○ Writing = 40% expected+ progress (60% all); 40% better than expected progress (48% all) ○ Maths = 50% expected+ progress (79% all); 15% better than expected progress (53% all) • Successful implementation of Little Wandle Letters and Sounds Phonics Programme with continually improving results. • Children in receipt of PPG who achieved the phonics screening at the end of Y1 was 80% (78% all) and 75% (88% all) at the end of Y2. • Interventions are in place, to prioritise PP, plus children within bottom 20% of readers. • Half termly pupil progress meetings take place for all vulnerable groups between Phase Directors and teachers. • Pre teaching opportunities provided and retrieval of key skills and knowledge focused upon. • Improving reading of children in receipt of PPG has been prioritised. Purchase of new decodable books to support teaching of synthetic phonics. • WellComm used in Nursery and Reception to impact upon speech and language skills – progress has been made by pupils. Talk Therapy commissioned for children with Speech and Language difficulties. • Range of home learning opportunities provided – particularly good engagement from parents of children in receipt of PPG in Reception. • GLD for children in Reception was 50% (PP) (All=60%)- this is due to many of these pupils being part of more than one vulnerable group, e.g. SEND/GRT and/or persistently absent. • Whole school teaching CPD, lesson observation (with feedback) and coaching deep dives carried out to improve quality of teaching across the curriculum, with a focus on inclusion of children in receipt of PPG. 100% of lesson observations (excluding ECTs) are good or outstanding. • This coming year, we will be introducing Drawing Club and Literacy Tree to ensure rapid progress in Writing, particularly for those children in receipt of the PPG.
<p><u>Targeted Strategies</u></p> <p>To maintain good levels of attendance and reduce number of children persistently absent.</p>	<p><u>We have achieved so far:</u></p> <ul style="list-style-type: none"> • This has hugely improved over the past year. <p>Attendance: 94.3% (All) 88% (PP) 90.4% (PP excluding GRT)</p> <p>Persistent absentees: 15% (All) 46% (PP) 38% (PP excluding GRT)</p> <ul style="list-style-type: none"> • Use of school staff and CSAWS (Education Welfare Service) to help engage with families whose children have consistently poor attendance and punctuality. Particularly good support currently from CSAWS – letters, meetings, home visits. • School initiatives to encourage better attendance such as 99 Club, certificate, rewards, etc. are still in place and working well. • 1:1 time with adult in school for disadvantaged pupils to catch up on missed learning if they are absent from school. • Class teachers communication with families on Class Dojo to boost engagement, share learning and remind of upcoming events/learning. • Two pupils in receipt of PPG were severely absent last year and this had an impact on overall year 2 outcomes.
<p><u>Wider Strategies</u></p> <p>To offer wider curriculum enrichment opportunities in order to boost our cultural capital.</p> <p>Including children being part of School Council/Eco Committee/Anti-bullying Ambassadors, etc.</p>	<p><u>We have achieved so far:</u></p> <ul style="list-style-type: none"> • Children in receipt of PPG have opportunities to catch up on any missed learning due to absence and are supported with home learning and reading in school. We focus on building PP pupils' key vocabulary, skills and knowledge that children require by being clear and precise – we do this by pre-teaching, sharing information, including knowledge organisers, with parents/carers. • We provide opportunities to check that these are secure in children's long term memory by focusing on key learning required and include retrieval activities to check this. • There is good representation of children in receipt of PPG on school groups: <ul style="list-style-type: none"> ○ 33% Anti-Bullying Ambassadors

<p>To ensure all our pupil premium children are invited to clubs e.g. morning clubs, after school clubs.</p>	<ul style="list-style-type: none"> ○ 25% Eco Warriors ○ 27% School Council ● 57% of KS1 children in receipt of PPG attend at least one school club.
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Measure – Attainment	Score
Reading KS1	All: 63% PP: 40%
Writing KS1	ARE: 46% PP: 15%
Maths KS1	ARE: 75% PP: 40%
Science KS1	ARE: 69% PP: 45%
Year 2 Phonics	All: 88% PP: 75%
Year 1 Phonics	All: 78% PP: 80%
EYFS GLD	All: 60% PP: 50%

Measure – Progress for pupils in receipt of PPG	Score
Reading KS1	Expected Progress: 60% Better than Expected Progress: 45%
Writing KS1	Expected Progress: 40% Better than Expected Progress: 40%
Maths KS1	Expected Progress: 50% Better than Expected Progress: 15%