

Pupil premium strategy statement – Northfields Infants and Nursery School

This statement details Northfields Infants and Nursery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	163
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/24
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Head Teacher
Pupil premium lead	Karl Albon
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,020
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4,712
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£68,732

Part A: Pupil premium strategy plan

Statement of intent

At Northfields we have a significant number of our pupils (currently 33%) eligible for PPG. Our aim for these pupils is ensure that we raise their academic attainment so that the gap closes between them and non-PPG pupils at the end of each year. A high percentage of PPG pupils also have specific SEND needs, these include Global delay, speech and language, Autism etc. There are also several families where deprivation and poor attendance are key factors in individual pupil's well-being.

We are adopting a range of strategies in all year groups to support these pupils including additional classroom support by trained TAs, the use of outside agencies delivering social and emotional intervention groups, attendance at a breakfast club to increase attendance, detailed tracking systems to ensure that all pupils are making expected progress especially in the areas of Phonics, Reading, Writing and Maths and individual Drawing and Talking and Lego Club interventions to meet the needs of all.

Quality first teaching remains central to our approach and benefits all pupils ensuring excellent progress and expected attainment for all.

Challenges

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

Challenge number	Detail of challenge
1	Poor speech, language and communication skills across the school.
2	Parent engagement has significantly dropped off the last year.
3	Large proportion of PPG pupils have additional SEND needs.
4	Identified needs in social and emotional development.
5	High proportion of pupils not working at ARE especially in Phonics leading to poor attainment in both reading and Writing

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
All children supported, both in class and through interventions, to ensure they make expected progress each term in each key area of learning. To ensure any gap in attainment between both sets of pupils does not widen as they move through the school.	Termly school data to track and monitor pupils progress across each year group. PPG to be monitored closely against non-PPG pupils to ensure that any gap between them does not widen.
Teachers in the EYFS continue to focus on all Prime subjects leading to the ability to learn in all other curriculum areas.	Assessments at the end of Nursery and Reception show good/excellent progress in each of the Prime areas and that at the end of EYFS the percentage of pupils achieving GLD is at least in line or higher than the National Average.
PPG/SEND children to continue making progress in all academic areas.	Interventions for SEND pupils reviewed termly to track impact.
Supporting pupils with social and emotional needs in KS1 to ensure they are able to engage with all aspects of learning.	LEARNIT group to support pupils in KS1 Autumn Term. Teachers to monitor impact of intervention with relation to specific identified needs e.g., focus and attention.
Parental Phonic Workshops for Reception and KS1 to support parent's engagement with our scheme and provide them with ideas for supporting their child at home.	Parents to have knowledge and strategies for supporting children at home with phonological awareness. This leading to a greater percentage of pupils at ARE in Phonics at the end of each Year group.
Additional support is provided after school for PPG pupils in both Year 1 and 2 in the key area of phonics, reading and writing	Pupils progress in phonics is accelerated through an additional 8-week block of after school tuition. Teacher's delivering tuition to track pupil progress from start to end of block to show impact.

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: £56,200 + (new SEN TA to be recruited Autumn 2nd 2023) to give additional identified support in Year 1 and 2.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in staffing across EYFS and KS1 to support pupils in all areas of their development.	Internal school tracking systems to ensure all PPG pupils achieved 1 level of progress across KS1 each term and that all are working at/around ARE in both EYFS and KS1.	1 3 4
Upskilling TAs in TWNKL phonics so as to ensure more targeted groups across the school.	Internal school tracking systems to ensure all PPG pupils making expected progress each term in Phonics.	5
STEPS training for all staff.	All staff to have updates in both STEPS and EYFS STEPS so that they are fully aware of how to identify, support and develop pupil's well-being and individual needs across the school.	4

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

Budgeted cost: £ 4,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
LearnIT group currently delivery to both year 1	Impact on confidence, resilience and engagement to be assessed at the end of the initial block (Autumn 2 nd 2023)	3 4

and Year 2 pupils (Mostly PPG)		
After School PPG small group additional support for PPG pupils only	Greater pass rate in Phonic Screening test percentage at end of year 1 (2023) and majority of Year 2 PPG pupils passed Phonic Screening following previous year's unsuccessful attempt.	1 5
Parental Phonic Workshops	Providing parents with ideas/activities in how to support their children at home with the new TWINKL phonic scheme.	2

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

Budgeted cost: £2,700+ (depends on increase in numbers of pupils attending)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast Club</i>	Free for PPG pupils. Engagement with families of PPG pupils whose attendance was a cause for concern. Greater percentage of attendance will hopefully lead to pupil's attainment increasing throughout the year.	2 4

Total budgeted cost: £63,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to the impact of COVID no official data was required however internal data was collected for those pupils leaving Year 2, Phonic Screening, End of Early Years (Reception) and those pupils who attended the school Nursery.

Area to be updated when all Data available for 2022/23.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
PSED/PSHE scheme of work	JIGSAW
Discovery RE	JIGSAW
Maths Mastery	NCETM
Maths scheme	White Rose

Service pupil premium funding (optional)

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

How our service pupil premium allocation was spent last academic year

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

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