



# Children premium strategy statement – Ashbrook Infant and Nursery School

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged children last academic year.

## School overview

Detail	Data 2022-2023	Data 2023-2024	Data 2024-2025
Number of children in school	154 (inc. Nursery-25)	137 (inc Nursery-25)	134 (inc nursery-23)
Proportion (%) of pupil premium eligible children	24%- 31/129 8%- 2/25 nursery	21%- 24/112 8%- 2/25 nursery	20%- 22/111 17%- 4/23 (9 new children starting in Jan 25 so then will be 12.5%)
Academic year/years that our current children premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2022/2023	2023/2024	2024/2025
Date this statement was published	December 2022	December 2023	December 2024
Date on which it will be reviewed	December 2023	December 2024	December 2025
Statement authorised by	Helen Roebuck	Resource and Management Committee	Resource and Management Committee
Children premium lead	Annette Guthrie	Helen Roebuck	Helen Roebuck
Governor / Trustee lead	Karl Moore	Ailsa Lowe with Margaret Smith	Ailsa Lowe

## Funding overview

Detail	Amount- 22/23	Amount- 23/24	Amount- 24/25
Children premium funding allocation this academic year	£35,225 (Financial year) (£576-nursery) RP- £3,770 SLT- £3,078 School SLT- £1,231	£50,790 (Financial year) (£564- nursery) RP- £4,640 (32 children) SLT- £1485 (22 children) School SLT- £1,485	£41,513 (Financial year) (£1128- nursery)
Children premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0	£0	£0
<b>Total budget for this academic year</b>	£43,910.20	£58,400.00	£41,513.00

# Part A: Children premium strategy plan

## Statement of intent

Our key aim in school is that all children, regardless of starting point, reach their full potential. In our school We Care, We Learn and We Have Fun. This permeates through everything that we do.

We believe that all children should have the opportunity to care for the world and each other, learn together and have fun doing so.

Our curriculum promotes high expectations and offers children a rich experience, promoting their understanding of the world beyond the school environment. The ambitious nature of our curriculum ensures that all children are able to access all subjects, there is no limit to what and how they can learn and children are encouraged to explore their own interests. All children are supported through scaffolded opportunities and key vocabulary, to achieve their potential.

Children's well-being and happiness is at the heart of all we do. We provide first hand learning experiences that inspire children to develop supportive relationships, strong interpersonal skills and independence. We celebrate diversity and promote respect for our own, and the wider community.

Through our cross-curricular approach, children make links in their learning and become creative, critical thinkers.

Teamwork and a sense of responsibility are essential in achieving the positive attitudes that are needed for future learning and success.

Children leave Ashbrook Infant and Nursery School ready for Key Stage 2 and beyond. We have close links with our Junior school and provide extensive transition opportunities. Our children become resilient, confident individuals, ready for their next adventure.

Our ultimate objectives are:

- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ For all disadvantaged children in school to make progress from their starting points.
- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged children.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the children.
- Ensuring that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- When making provision for socially disadvantaged children, 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 for or qualify for free school meals.
- We will use pupil premium funding to ensure that all children can access relevant support as needs are identified and that interventions are regularly reviewed.

We look to achieve our objectives through:

- Ensuring all teaching is consistently good, thus ensuring that the quality of teaching experienced by all children is equal.
- 1-1 support.

- Additional teaching and learning opportunities provided through external agencies.
- Supporting children to make progress, moving towards age-related expectations or as close as possible depending on other needs.
- Supporting children to aim for a greater depth understanding of the curriculum where possible.
- Additional learning support.
- Supporting payment for activities and educational visits thus ensuring children have first-hand experiences to use in their learning in the classroom and experiences beyond the classroom.
- Behaviour support and Nurture to support children's mental health, well-being, social interaction and turn taking skills.

## Challenges

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

Challenge number	Detail of challenge
1	Children continuing to enter school and nursery with limited social skills and independence. Some disadvantaged children in the EYFS have lower than typical starting points when entering reception.
2	Children continuing to enter school and nursery with limited language. Some disadvantaged children in the EYFS have lower than typical starting points when entering reception.
3	Mental health and well-being. Multiple barriers to learning, including low self-esteem. Some disadvantaged children also have a SEND or are P/LAC.
4	Attendance and Punctuality issues. Regular, punctual attendance is a challenge for a small minority of our disadvantaged children, we aim for attendance to be in line with all children (96%).
5	Parental Engagement- not all families have positive school experiences to draw on and this can influence how they see education for their children.
6	Narrowing the achievement gap between those who are eligible for PP and those who are not.

## 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
To enable all disadvantaged children to develop social skills, independence and communication skills in line with their peers	Children will be given the opportunity to access extra-curricular activities through PP funding

	Children will work with Teaching Assistants to improve these skills
To improve the Mental Health and Well-being of all children	<p>Children able to come in to school with support from parents and staff when needed. All staff aware of the backgrounds and support needs of all our children</p> <p>Children feeling safe and happy to be in school and as such, able to access their learning</p> <p>Children experiencing positive social interactions with staff and peers</p> <p>Children receiving PP will access extra-curricular opportunities</p>
To enable disadvantaged children who do not have an additional need to reach age-related expectations in reading, writing and maths and to meet the expectations for Year 1/2 phonics check	<p>Data outcomes show that the gap between PP and NPP is narrowing</p> <p>More children in receipt of PP are able to meet national expectations</p>
To support all disadvantaged children to attend school regularly and on time, PA in line with national average and attendance in line with all children in our school.	<p>Consistently sharp focus on the attendance and punctuality of disadvantaged children by the senior leadership team</p> <p>Attendance and punctuality of targeted children will improve to be in line with all other children (96%)</p> <p>Persistent absence will reduce to in line with the national average</p>

## Activity in this academic year

This details how we intend to spend our children premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£30,632**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Tuition for KS1 pupils £18149	EEF guidance suggests that individual and small group work in English and Maths can raise confidence and attainment (+4 months impact)	1, 2, 3, 6
	EEF: Oral language interventions-improving vocabulary (+6 months impact) Confident communicators programme has been embarked upon and will be cascaded by nursery teaching staff to all Early Years staff to support developing language	2

Self-regulation, continue with implementation of the colour monster (whole school inc Nursery) £7186	EEF: Social and Emotional Learning (+4 months impact) Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their peers. These skills are likely to influence a range of outcomes for children. Lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions are likely to support disadvantaged children to understand and engage in healthy relationships with peers and emotional self-regulation. Some children will also access lunch provision aimed at reducing anxiety on the playground through Tinker's Collage.	1, 3
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£9074**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA cost for intervention (groups and 1-1) in phonics, reading, writing and maths £9074	EEF: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Access to high quality teaching is most important and it is particularly important to ensure that when children are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out of class. Children receive additional support for reading, particularly in phonics and comprehension strategy (+6 months impact)	6

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

Budgeted cost: **£11,103**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture provision for KS1 pupils £3634	EEF: Social and Emotional Learning (+4 months impact)	3

	We have a member of staff in KS1 who supports the mental health and well-being of pupils across KS1.	
Nurture provision for EYFS pupils £2649	EEF: Social and Emotional Learning (+4 months impact)  We have a member of staff in EYFS (reception) who supports the mental health and well-being of children through targeted intervention	2
Raise attendance: £2150 Annual cost of staff time spent phoning, meeting and home visiting persistent absentees.	EEF T & L Toolkit- parent engagement – Attendance interventions Attendance is monitored and parents are contacted if children are absent from school.  Punctuality and lateness are recorded and monitored. If it becomes persistent a letter is sent out before parents are invited in for a meeting.	4
Parental engagement: Cost of Craft days- £500	EEF - The importance of parent engagement in children's learning is widely acknowledged (+ 4 months impact) School uses Class Dojo as a communication platform to support communication between school and parents. Parents can see what their children are learning.  Workshops are set up to help parents in supporting their child at home.	5
Trips/Experiences £1320 (£60/child)  Clubs £850	EEF- Extra Curricular Enrichment (Arts based approaches + 3 months impact) Trips and educational experiences take place to allow us to enhance the curriculum and ensure that all children have the opportunity to access this.  All pupil premium children have been offered a choice of extra-curricular clubs funded by school from the following choices which are spread throughout the year: football, drumming, mindfulness, spy club, lego club, arts and crafts, ninja club, tinkers collage, construction, scooter club, archery, gymnastics, nerf club.  Children can choose one club that will be paid for through pupil premium funding.	1, 2, 3, 6

**Total budgeted cost: £50,539**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Out of 22 (YR= 8 chn, Y1= 9 chn, Y2= 5 chn) children registered as receiving Pupil Premium in Reception, Year 1 and Year 2, 15 (68%) children achieved age related expectations in reading, 12 (55%) children achieved age related expectations in writing and 15 (68%) children achieved age related expectations in maths.

Y1 Reading pp 89% non pp 62%

Y1 Writing pp 67% non pp 50%

Y1 Maths pp67% non pp 65%

KS1 (Y2) Reading- PP reaching ARE= 40%

Non PP reaching ARE= 69%

Over all- Exp+ = 71% inc 40% Greater Depth

KS1 (Y2) Writing- PP reaching ARE= 40%

Non PP reaching ARE= 63%

Over all- Exp+ = 59% inc 27% Greater Depth

KS1 (Y2) Maths- PP reaching ARE= 60%

Non PP reaching ARE = 72%

Over all- Exp+ = 70% inc 35% Greater Depth

Good Level of Development Outcomes for Reception- Overall= 48% with 2/8 PP children gaining GLD (25%) and 13/23 Non PP children gaining GLD (57%)

In the year 1 phonics check, 100% of the children in receipt of pupil premium passed the check.

The overall percentage attendance for all children during the year 23-24 was 94.4%, the percentage attendance for those in receipt of Pupil Premium was 92.3%. Out of the 22 children registered for Pupil Premium in 2023-2024, 9 of them had attendance great than 96% and 7 children had attendance greater than 90%. For those who are still in school, we continue to work with parents to improve attendance. Those who have moved onto junior school have been flagged with their attendance officer.

We continued to find, and will carry our work forward into 24-25, that parental mental health is having an impact on children's anxiety. The children continue to embark on 'The Colour Monster' journey with trusted adults in school. This challenge remains a priority for all year groups in the year 24-25.

Children continue to come to school with lower than usual starting points for spoken language and this is often accompanied by reduced social skills and reduced independence- further work is needed. Early Years staff are working with staff at Derbyshire during 2024-25 on the 'Confident Communicators' support strand to enable their work with the children in early communication.

### Externally provided programmes

Programme	Provider
White Rose Programme Purple Mash	White Rose Programme Purple Mash



Charanga Monster Phonics Real PE	Charanga Monster Phonics Real PE
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