

Pupil premium strategy statement – Shinfield Infant and Nursery School.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Shinfield Infant and Nursery School
Number of pupils in school	307
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years This is our 3rd year of the strategic plan
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Nicky Lauchlan
Pupil premium lead	Claire Summers
Governor / Trustee lead	Alan Millson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,830
Recovery premium funding allocation this academic year	£3,770
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	£41,600

Part A: Pupil premium strategy plan

Statement of intent

At Shinfield Infant and Nursery School we have children who love to learn and staff who love to teach. We aim to develop and nurture skills for positive life-long learning through encouraging independence, resilience and challenge. All children in our school need to feel that sense of belonging. Children, families and staff are at the heart of all we do and building relationships is key in our school.

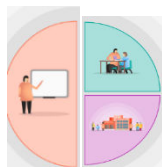
Our curriculum has powerful knowledge at the heart of it. Through our curriculum we aim to provide the knowledge, skills, experiences and opportunities to create a level playing field and improve the life chances of all our educationally disadvantaged pupils. The wellbeing of all our children, their oracy skills and the early and effective teaching of reading are our absolute priorities.

At Shinfield, we have an inclusive ethos. There is shared understanding about having ambition for all pupils and staff understand the important role they play in addressing educational disadvantage.

The key principles of our strategy:

- Promote an ethos of attainment for all
- Quality first teaching, with staff supported by strong CPD
- Individualised approach to address barriers within each class setting with support from our SENCo when necessary. Class teachers are responsible for tracking the attainment and progress of all children and adopting individualised approaches where necessary
- A focus on outcomes for individuals – rather than on just providing strategies
- Decisions are based on diagnostic assessment data and respond to evidence which is analysed half termly to identify challenges
- Clear, responsive leadership – setting high aspirations and responsibility for raising attainment lies with all staff.

Our strategy adopts the EEF tiered model that focuses upon high-quality teaching, targeted academic support and wider strategies to aid our school improvement planning efforts for all children. The tiered model is designed to help schools focus on a small number of strategies with the greatest potential to make a meaningful difference for their pupils.



Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Some of these challenges are cohort specific and can vary year on year.

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing and Maths. Internal assessments, discussions with pupils and observations indicate that maths, reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Assessments, observations, and discussions with pupils suggest pupils generally have greater difficulties with fluency/decoding skills preventing them from reading with sufficient fluency.
2	Attainment of GLD in EYFS for our disadvantaged pupils. Assessment shows that many of these children enter nursery and reception with lower starting points compared to peers and struggle to reach GLD at the end of reception, particularly in communication and language, fine motor skills, reading and writing, personal, social and emotional development.
3.	Assessments, observations, and discussions with pupils indicate that under-developed oral language skills and vocabulary gaps are more prevalent amongst our disadvantaged pupils than their peers in EYFS and Key Stage 1.
4	Observations and discussions with many of the families have highlighted complex family circumstances that require pastoral intervention that might include social, emotional and mental health support for both pupils and wider family members. Underlying vulnerabilities of children who are often double or triple disadvantaged.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
At least good progress from starting points for all children in reading, writing and maths.	Data indicates at least good progress in every year from EYFS to end of KS1

Improvement in attainment of disadvantaged children in reading, writing and maths at the end of KS1.	Attainment data at the end of KS1 shows a narrower/narrowing gap in attainment for disadvantaged and non-disadvantaged pupils, particularly in reading and writing.
Improvement in attainment of GLD at the end of reception for disadvantaged children.	Attainment data at the end of EYFS shows a narrower/narrowing gap in attainment for disadvantaged and non-disadvantaged pupils, particularly in communication and language and reading and writing.
Regular Reading at home to improve reading fluency.	Children develop a love of reading and strong home learning routines are established.
Focus and awareness of disadvantaged children by class teachers and TAs, with regular structured conversations taking place with parents/carers.	<p>High engagement in parents evening.</p> <p>At least half termly meetings with parents to support progress and attainment and with understanding how to support children at home.</p> <p>Class teachers ensure PP children are given appropriate support in lessons and are targeted in lessons with questioning and are given timely oral feedback within lessons.</p>
Attendance and punctuality gap of disadvantaged children and non disadvantaged children to reduce.	<p>Attendance of disadvantaged pupils is at least 95%.</p> <p>PSA and Headteacher to work with PP families on supporting attendance and punctuality to ensure all PP children arrive in school on time and have high levels of attendance.</p>

Activity in this academic year 2022-2023

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: £35,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deputy Head to oversee strategy.</p> <p>Whole school training from DH for all staff to ensure a whole school culture for disadvantage - Ensure, across the school, that there is a clear, collective understanding of disadvantage and how this impacts on pupils' learning and broader experiences of school</p>	<p>Successful schools 'have clear and responsive leadership.' DFE 'Supporting the attainment of disadvantaged pupils: articulating success and good practice'</p>	1-4
<p>Curriculum Pedagogy – A common language for teaching is used by all staff.</p>	<p>EEF suggests a 'Five-A-Day approach as a starting point for classroom teaching for all pupils, they are particularly well evidenced to have a positive impact on the outcomes of all pupils.</p>	2,3
<p>Regular CPD for staff on teaching phonics and implementation of the Little Wandle SSP programme.</p> <p>Regular TA CPD in phonics and leading guided group reading.</p>	<p>EEF toolkit: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds - +5 months impact</p> <p>EEF Guidance report Improving KS1 literacy: Recommendation 3 Effectively implement a systematic phonics programme.</p>	2,3
<p>CPD for all Foundation stage staff on effective interaction. Vocabulary maps for different areas of provision with key language and questions to support staff in high quality interactions with children.</p>	<p>EEF toolkit: Oral Language Interventions + 6 months</p> <p>EEF Early Years toolkit: Communication and language approaches +7 months impact</p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p>	2,3
<p>Staff continue with the implementation of Jane</p>	<p>EEF Guidance report Improving KS1 literacy Recommendation 5</p>	2,3

<p>Considine – ‘<i>The Write Stuff</i>’ whole school approach to the teaching of writing.</p> <p>Purchase of Unit Plans that are then adapted to the needs of the class or cohort based on rigorous AFL</p> <p>Teachers prepare children for writing by better modelling of the ideas, grammar or techniques of writing.</p>	<p>Teach pupils to use strategies for planning and monitoring their writing. Teachers should introduce these strategies using modelling and structured support.</p>	
<p>CPD course for maths lead (Mobius Maths) focusing on maths mastery.</p> <p>Implementation of WRM programme across all year groups from FS2- Year 2 to enhance maths planning and teaching.</p> <p>Early numeracy approaches to include individual and small group work, and balance guided interaction with both direct teaching and child-led activities.</p>	<p>EEF toolkit: Mastery Learning +5 months impact</p> <p>EEF Early Years toolkit: Early Numeracy Approaches - +6 months impact</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf publishing.service.gov.uk</p>	2,3
<p>Immediate oral feedback for PP children in lessons ensuring effective high quality feedback can be given, providing specific information on how to improve (Teacher or TA led)</p>	<p>EEF toolkit: Feedback - +6 months impact. This increased to +7months progress for oral feedback.</p>	2,3
<p>Daily ‘Fingers and Thumbs’ activities in Reception to support development of fine motor skills.</p>	<p>EEF Early Years toolkit: Physical Development approaches + 5months progress</p> <p>Physical development approaches aim to improve young children’s physical growth, skills and health. Activities in this area may be focused on a particular aspect of physical development, e.g. fine motor skills related to writing</p>	3

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

Budgeted cost: £4,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Elkan Speech and language programme in F2, Year 1 and 2 to identify and then support through targeted interventions, children with speech and language difficulties.</p>	<p>EEF toolkit: <i>Oral Language Interventions + 6 months</i></p> <p>EEF Early Years toolkit: <i>Communication and language approaches +6 months impact</i></p>	2,3
<p>Targeted interventions for small groups to ensure mastery of phonological understanding to narrow the gap.</p> <p>Keep up catch up phonics sessions for identified pupils.</p> <p>Rapid phonics catch up for identified pupils.</p>	<p>EEF toolkit: <i>Teaching Assistant Interventions: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact + 4months impact</i></p>	1
<p>Targeted interventions for small groups to ensure mastery of mathematical key concepts to narrow the gap.</p> <p>Fluency Bee Maths Plus 1 Maths programme (Summer term)</p>	<p>EEF toolkit: <i>Teaching Assistant Interventions: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact + 4months impact</i></p>	2,3,
<p>Daily reading for PP pupils who are</p> <ul style="list-style-type: none"> • not on track to meet end of year expectations • need to develop greater fluency • not reading daily at home. 	<p>EEF toolkit: <i>One to one tuition - + 5 months impact</i></p>	1, 2,3

Small group, school led tutoring for identified PP children in reading and phonics with a particular focus on reading comprehension strategies.	EEF toolkit: <i>Small Group Tuition - + 4 months</i>	1,2,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and emotional learning interventions (Nurture groups) Training for TAs to deliver the intervention.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. EEF toolkit: Social and emotional learning <i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</i>	1,2,4
Parental engagement with home learning - regular reading going on at home. Strong home learning routines are established.	EEF toolkit: Parental Engagement - <i>Effects are substantially higher in early years settings (+5 months) and primary schools (+4 months)</i>	1,3
PSA offering targeted 1-1 support for identified families with complex needs.	EEF toolkit: <i>Parental Engagement - +4months impact</i>	1,4
School wide focus on parental engagement and support for families resulting in greater involvement of parents with children's learning activities.	EEF toolkit: <i>Parental Engagement +4 months impact</i> EEF Early Years toolkit: <i>Parental Engagement +4 months impact</i>	1,3 and 4

CS and LW to lead workshops for parents in the EYFS stage on supporting learning at home.		
<p>Access provided for all PP children to 1 after school extra-curricular club of their choice.</p> <p>Explore club for PP children to enable them to access enrichment activities, in small groups, with school staff after school.</p>		1,4

Total bugeted cost: £41,600

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, alongside comparative local and national data.

End of KS1 Outcomes 2022-2023			
% of year group in receipt of PPG at Shinfield	% of PPG who met expected standard in reading	% of PPG who met expected standard in writing	% of PPG who met expected standard in maths
13% (12)	42%	42%	42%
Disadvantaged Wokingham	% of PPG who met expected standard in reading	% of PPG who met expected standard in writing	% of PPG who met expected standard in maths
208 pupils	46%	37%	48%
Disadvantaged National	% of PPG who met expected standard in reading	% of PPG who met expected standard in writing	% of PPG who met expected standard in maths
	54%	44%	56%

Wokingham outcomes for disadvantaged pupils at KS1 are all below national, and are all lower than in 2022 (This is unlike outcomes for disadvantaged pupils nationally, which have improved compared to 2022) In school outcomes in maths and reading are lower than in 2022 but are higher in writing.

Year 1 Outcome 2022-2023

% of Year group in receipt of PPG	% of PPG who met expected standard in Phonics	% of PPG who met Year 1 expected standard in reading	% of PPG who met Year 1 expected standard in writing	% of PPG who met Year 1 expected standard in maths
8.8% (8)	100%	62.5%	37.5%	37.5%
Disadvantaged Wokingham	% of PPG who met expected standard in Phonics			
199 Pupils	66%			
Disadvantaged National	% of PPG who met expected standard in Phonics			
	67%			

Wokingham disadvantaged attainment in phonics is very slightly below national.

End of EYFS Outcomes 2022- 2023

% of year group in receipt of PPG	% of PPG who achieved GLD Shinfield
10% (9)	11.1%
	Disadvantaged Wokingham (128 pupils) 46%
	Disadvantaged National 52%

GLD at the end of EYFS for Wokingham disadvantaged pupils is below national.

Intended outcomes from 3 Year Strategy Plan	Evaluation of Outcomes for academic year 2022-2023
At least good progress from starting points for all children in reading, writing and maths.	In EYFS and Key stage 1 pupils make at least good progress from their starting points but disadvantaged pupils struggled to attainment GLD at the end of foundation stage.
Improvement in attainment of PP children in reading and writing at the end of KS1	<p>In Year 2, all PP children made at least expected progress in reading, writing and maths. In reading 7% of PP children reached the expected standard this year having not met the expected standard at the end of Year 1, thereby making accelerated progress. In writing 17% of PP children reached the expected standard this year having not met the expected standard at the end of Year 1, thereby making accelerated progress. In reading 7% of PP children reached the expected standard this year having not met the expected standard at the end of Year 1, thereby making accelerated progress.</p> <p>The % of PP children achieving the expected standard in phonics has increased from 58% to 100% and the number of PP children achieving the expected standard in writing has increased from 38% to 42%.</p>
Regular Reading at home to improve reading fluency.	Regular reading at home is not consistent across all PP families. Class teachers monitor reading engagement via the reading diaries and speak to parents to encourage regular reading at home.
Focus and awareness of PP children by class teachers and TAs, with regular structured conversations taking place with parents/carers.	<p>High engagement in parents evening across the year. Workshops ran by the Deputy Head and PSA on supporting their child at home were received positively, with many commenting on how they had a better understanding of how to support children at home.</p> <p>During monitoring visits, class teachers were observed giving PP children appropriate support in lessons.</p> <p>Deputy Head invited all PP families into school for a meeting to better understand their unique situations and challenges.</p>
Attendance and punctuality gap of PP children and non PP children to reduce.	Attendance of disadvantaged pupils was 92% last academic year. Attendance of non-PP pupils was 94%. Attendance in KS1 for PP has increased by 2% and attendance has remained at 92% in EYFS for the last academic year. The Headteacher worked with the EWO and met with individual families to better understand and support their unique challenges in getting their children into school. This resulted in a 'walking bus' being set up and run by school staff to collect 1 child and bringing them to school. Attendance information is shared with all families during parents evening.

	Letters regarding attendance are sent to individual families where non-attendance is persistent.
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Our schools outcomes data suggests gaps in attainment between disadvantaged and non-disadvantaged in phonics have significantly narrowed with 100% of disadvantaged pupils passing the phonics screening check at the end of Year 1. Reading at the EXS standard for disadvantaged pupils in school and at Wokingham level has seen the biggest decrease in attainment compared to 2022. The wellbeing of all our children, their oracy skills and the early and effective teaching of reading are our absolute priorities.

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

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.