

Pupil premium strategy statement – Tibshelf Infant & 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, 2022-2023 and the outcomes for disadvantaged pupils last academic year, 2021-2022

School overview

Detail	Data
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	20.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Zoe Andrews
Pupil premium lead	Zoe Andrews
Governor lead	Lynn Beeson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,617
Recovery premium funding allocation this academic year	£6,312
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
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>	£48,929

Part A: Pupil premium strategy plan

Statement of intent

As a school, our ultimate goal for every child is that they thrive and succeed as lifelong learners. Learning together, Learning forever is our aim and we uphold this in all our work with the children. We are committed to reducing the difference in attainment and progress between disadvantaged pupils and their peers, the Pupil Premium forms a vital part of that process.

We will provide support for:

- Pupils' access to education
- Pupils' access to the curriculum
- Alternative support and intervention within the school

The key principles of the plan are:

- As a school we remove barriers caused by things such as; family circumstance, finance, social deprivation and housing/living conditions so that all children have the same opportunities.
- That the attainment gap will be narrowed so that disadvantaged children are not set back compared to their peers, this will be seen in data both locally and nationally.
- Children will gain a wide range of life experiences to develop their understanding of the world.
- Children will develop a wide range of vocabulary so that they can communicate effectively in a range of contexts.
- Children can read fluently and gain meaning from what they have read, being able to express their understanding clearly.

Challenges

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

Challenge number	Detail of challenge
1	Phonics knowledge and vocabulary.

2	Narrowing the attainment gap across all curriculum areas between disadvantaged pupils and their peers.
3	Children being able to self-regulate their emotions due to adverse childhood experiences.
4	Attendance and punctuality of disadvantaged children.
5	Limited life experiences, e.g. visits, the arts, clubs and groups
6	Food poverty

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
Children to have made progress in acquiring secure phonic knowledge and a wider range of vocabulary.	Improved assessment scores in phonics and wider range of vocabulary used in discussion and work.
Attainment gap narrowed compared to other groups.	Data shows improved attainment for some pupils.
Children can manage their emotions effectively so that they can function day to day in school and maximise their learning.	Children are calm throughout the day and they respond purposefully to tasks set/activities within school.
Attendance of disadvantaged children is in line with different groups.	Attendance data shows equivalence.
Children experience a wide range of activities and life experiences.	Children's knowledge and understanding of the world around them is improved. They are inquisitive and aspirational.
As a school we have reduced the impact of Covid19 on families through pastoral, emotional and physical support.	Families responding to support from school and through being sign posted to other agencies. Physical support of food parcels and food availability at front of school through 'Fare share'

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: £23,329

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional Teaching Assistant support in classes to ensure Disadvantaged pupils can learn in smaller groups</i>	Disadvantaged pupils not achieving in line with their peers	1,2,3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 support for phonics, reading & maths	Disadvantaged pupils not achieving in line with their peers	1,2

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

Budgeted cost: £5,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded uniform & clubs, educational visits	Families of disadvantaged pupils have difficulty affording new uniform, clubs, educational visits	5,6
<i>Fareshare</i>	Children hungry/families reporting inability to afford meals	6

Total budgeted cost: £ 48,929

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data presented to Governors outlines outcomes for Disadvantaged pupils and 'Others'.

Tracking data for staff highlights Disadvantaged pupils so their progress has a high profile when setting intervention groups.

Disadvantaged pupils are identified across school for additional 1-1 weekly reading sessions.

Disadvantaged pupils' clubs and educational visits paid for to enable access to wider curriculum opportunities

Disadvantaged pupils' have their uniform subsidised – free sweatshirt/cardigan, P.E. shirt, polo shirt

Weekly Fareshare deliveries to make up food bags

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
N/A	

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils