

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Cotmanhay Infant and Nursery School
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	118 (67%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	K Latchford
Pupil premium lead	S Dawson
Governor / Trustee lead	S Malik

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,780
Recovery premium funding allocation this academic year	£16,800
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	£187,580

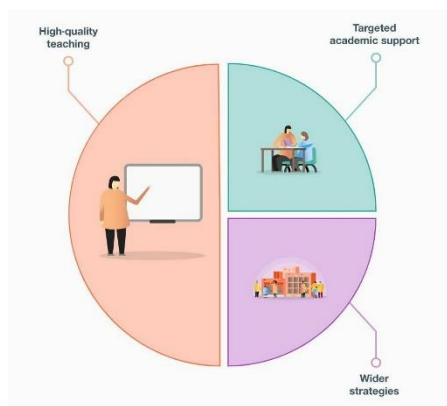
Part A: Pupil premium strategy plan

Statement of intent

At Cotmanhay Infant and Nursery School we aim to use our Pupil Premium Funding and our Recovery Premium Funding to:

- Remove barriers to learning
- Narrow the attainment gap
- Provide as many opportunities / experiences as possible to enrich and motivate
- Offer pupils strategies and time to support their social, emotional and behavioural needs
- Prepare pupils fully for their next steps in education and enable pupil's aspirations

We will base the strategy on the EEF principles of interpreting evidence to provide the best strategy for our pupils.



CONTEXT:

The Indices of Deprivation 2019, classed our location as in the top 1% most deprived areas in England.

Out of 32,844 areas, Cotmanhay Infant and Nursery School is ranked at 227 (with 1 being the most deprived).

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance
2	Limited enrichment activities out of school
3	For some children: basic needs not being met
4	The impact of the home environment on children's emotional, health and wellbeing which in term affect their resilience in school and their strategies to learn
5	The impact of missed schooling during the pandemic leading to attainment for disadvantaged pupils being lower than non-disadvantaged pupils
6	Poor speech and language skills when joining School or Nursery
7	Children with significant and complex needs struggling to access the school day
8	Poor memory and long term retention skills

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 <i>the outcomes we are aiming for</i>	Success criteria <i>how we will measure whether they have been achieved</i>
Improved attendance (excluding covid-related absence) for all groups of pupils and for disadvantaged pupil attendance to be in line or greater than non-disadvantaged pupil attendance	<ul style="list-style-type: none"> - Attendance rates for disadvantaged pupils to be closer to 96% - Information to be shared with parents on the impact of lost learning
Raise attainment and progress of disadvantaged pupils in core subjects	<ul style="list-style-type: none"> - Number of pupils reaching in line or above is closer to non-disadvantaged pupils in school and disadvantaged / non-disadvantaged pupils nationally
Raise attainment of Phonics in the Year 1 Phonics Screening Check	<ul style="list-style-type: none"> - The pass rate for the Phonics Screening Check will be at least 80% pass rate
Improve children's language skills and develop a wider vocabulary that they use and understand To improve children's speech sounds	<ul style="list-style-type: none"> - Early identification of pupils with speech and language difficulties - Appropriate intervention identified to reduce / eliminate pupil's difficulties
To improve children's long term memory so learning sticks across all subjects	<ul style="list-style-type: none"> - Pupils retain more knowledge and apply and build on this in their daily learning
To offer tailored / highly individual programmes to avoid exclusion	<ul style="list-style-type: none"> - Strong home – school – agency links support the effective inclusion and progress of all children in all areas

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: £44,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time Learning and Teaching Assistant in every class	Teaching assistants can provide a large positive impact on learner outcomes <i>EEF Toolkit</i>	2, 5, 6, 8
To further develop a tighter / sequential curriculum built on previous learning so knowledge stays embedded	Careful sequencing will help children to build their learning over time. <i>Development Matters 2021</i> A child's working memory capacity is very closely linked to their academic attainment. <i>Sandringham Research School</i> <i>October 2018</i>	2, 5, 8
To provide intervention to improve vocabulary, language and / or speech sounds (Speech Link / NELI)	Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support <i>EEF Toolkit</i>	6
To purchase, plan and deliver a SSP to raise attainment to at least 80% in the PSC (Derbyshire Phonics Support Programme)	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. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.	5, 8

	<i>EEF Toolkit</i>	
To attend Senior Mental Health Lead training and implement strategies throughout school	<p>'Transforming children and young people's mental health provision'</p> <p>'Ensure schools are adequately supported to build whole school environments and to develop approaches within which pupils can achieve their full potential.'</p> <p><i>DfE Green Paper 2017</i></p>	3, 4
Quality PSHE / RHE delivered throughout school from 2-7 years old, using Jigsaw and PHSE Association	<p>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</p> <p><i>EEF Toolkit</i></p>	4
CPD delivered systematically to increase knowledge and understanding and subsequently raise attainment across subjects	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p><i>Effective Professional Development Recommendations EEF</i></p>	1, 2, 4, 5, 6, 7
CPD / coaching to focus on managing complex behaviours in order to overcome barriers, maintain inclusion and raise progress	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p><i>Effective Professional Development Recommendations EEF</i></p>	1, 2, 4, 5, 6, 7
<p>Class teacher communicate effectively so parental engagement is high and positive</p> <p>(All teachers using Class Dojo daily)</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p><i>EEF Toolkit</i></p>	1, 3, 4, 5

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

Budgeted cost: £146,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional learning and teaching assistant to meet the needs of targeted pupils in maths	Use high quality targeted support to help all children learn mathematics <i>Improving Mathematics in the Early Years and Key Stage 1 EEF</i>	5, 8
Maths Leader delivering maths intervention to small groups	Use high quality targeted support to help all children learn mathematics <i>Improving Mathematics in the Early Years and Key Stage 1 EEF</i> The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. <i>EEF Toolkit</i>	5, 8
Learning and Teaching Assistant training and leading NELI	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development <i>EEF Toolkit</i>	5, 6, 8
Learning and Teaching Assistant delivering tailored phonics intervention	Effectively implement a systematic phonics programme <i>Improving Literacy in Key Stage 1 EEF</i>	5, 8

UPS teacher employed via the National Tutoring Programme to meet the needs of targeted children in reading and writing	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p><i>EEF Toolkit</i></p>	5, 8
Learning and Teaching Assistant delivering TALK TIME for vulnerable children	<p>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.</p> <p><i>EEF Toolkit</i></p>	4
Family Support Worker to have individual time with vulnerable children	<p>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.</p> <p><i>EEF Toolkit</i></p>	4
Sports Leader supporting groups and individuals to build positive relationships and healthy lifestyles	<p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> <p><i>EEF Toolkit</i></p>	3, 4

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

Budgeted cost: £12,097

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker employed to support vulnerable children and families and improve attendance	Parental engagement has a positive impact on average of 4 months' additional progress. <i>EEF Toolkit</i>	1, 3, 4, 7
School Business Assistant given additional hours to support attendance procedures	Parental engagement has a positive impact on average of 4 months' additional progress. <i>EEF Toolkit</i>	1
Breakfast Club places funded	A funded place at breakfast club can improve attendance and meet the basic needs of pupils.	1, 3
After school enrichment activities	Enrichment activities without a specific focus on learning can have an impact on attainment. <i>EEF Toolkit</i>	4
The use of Class Dojo across school and both nurseries to engage parents	Parental engagement has a positive impact on average of 4 months' additional progress. <i>EEF Toolkit</i>	1, 4
SENDCO to co-ordinate individual timetables to meet needs of individual children, liaise with parents and agencies	Personalised timetables lead to full inclusion and attendance with full home school liaison and support	1

Total budgeted cost: £ 202,547

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 **2020 to 2021** academic year.

TARGET:	ACTION:	IMPACT:																
Children to make good or better progress and continue to close the gap with national (less than 10%) in reading, writing, maths at EYFS / KS1.	<ul style="list-style-type: none">Smaller classesHigh proportion of TA's to specifically target DP in classInternal assessment is used such as: Intervention trackers / EE / OTrack / PUMA / PIRADedicated Intervention Leader to target reading, writing, maths, speech based on internal assessment and track progressCommunication with parents / carers linked to all learning and assessments	<table><tr><td></td><td>DP school</td><td>National 2019</td><td>Diff</td></tr><tr><td>Reading</td><td>62</td><td>78</td><td>16</td></tr><tr><td>Writing</td><td>54</td><td>73</td><td>19</td></tr><tr><td>Maths</td><td>64</td><td>79</td><td>15</td></tr></table> <ul style="list-style-type: none">All children made progress.The dip is linked to gaps from lockdown Jan – March 2021These gaps have been heavily targeted going forward		DP school	National 2019	Diff	Reading	62	78	16	Writing	54	73	19	Maths	64	79	15
	DP school	National 2019	Diff															
Reading	62	78	16															
Writing	54	73	19															
Maths	64	79	15															
To ensure there is no difference between school and national phonics outcomes.	<ul style="list-style-type: none">Isolated, streamed, Letters and Sounds groups daily for 30 minutesBoost groups using TRUGS schemeParent information session linked to screeningParent support packs sent homeFrequent tracking of phonics attainment across all year bands	Phonics screening Y2 Dec 2020 = 76%																
To provide enriching opportunities to all to develop correct speech sounds and a widening vocabulary at their level.	<ul style="list-style-type: none">Speech linkSALT plansStaff encourage up talk and introduce new vocabLeaflets on offer for parental supportTopic information sheetsVocab sheets issued to parents / carers	<table><tr><td>Initial speech link</td><td>41</td></tr><tr><td>Final speech link</td><td>51</td></tr></table> <table><tr><td>Initial number of children with SALT plans</td><td>15</td></tr><tr><td>Number of children discharged</td><td>4</td></tr></table>	Initial speech link	41	Final speech link	51	Initial number of children with SALT plans	15	Number of children discharged	4								
Initial speech link	41																	
Final speech link	51																	
Initial number of children with SALT plans	15																	
Number of children discharged	4																	
For children to be successfully integrated into school and for the curriculum to match the individual needs of children to maintain 0% exclusion	<ul style="list-style-type: none">SENDCO organises timetables to meet needs of complex children1:1 timetablesStaff trainingStaff expertise, learn from one anotherLiaise with all agencies	<ul style="list-style-type: none">0% exclusions100% full integrationAll children finished the year on full timetables, no PT timetablesProgress of children SEND: READING: 91% across KS1 made good or better progress WRITING: 93% MATHS: 86%																

For 100% of parents to work with school on the successful integration of their child	<ul style="list-style-type: none"> • SENDCO / FRW always available for communication / troubleshooting / • Information shared on a daily / weekly / termly basis about their child's provision and progress • Agency support sought and the purpose / process is shared with parents 	<ul style="list-style-type: none"> - Questionnaire to parents of children with SEND: 100% said they were supported by school - 100% success due to regular, daily consultation and effective handovers - 100% of parents / carers agreed to additional funding and agency support - 95% attendance of parents at reviews and agency meetings - 0% exclusions
For all children to be offered strategies / techniques / opportunities to understand and manage their feelings.	<ul style="list-style-type: none"> • Relax Kid sessions • Whole school focus on emotions following national lockdown • Create a permanent base to enable children to have small group focused time in a safe environment • Staff to receive training from the Behaviour Support Team on trauma / independence / resolving conflicts 	<ul style="list-style-type: none"> - All staff received BSS training in the Autumn Term and applied the strategies throughout school - 5/6 terms of Relax Kids sessions. Strategies used by children in lessons / sessions - Increased awareness of feelings leading to ability to vocalise. Anger / frustration decreased and this was particularly evident across unstructured parts of the school day. - The Hideout enabled calm entry into school for some complex children. - The Hideout provided a quiet and safe space for PSHE / Talk Time.
<p>To raise attendance of disadvantaged children to at least 93%</p> <p>For persistent absence to be less than 7%</p>	<ul style="list-style-type: none"> • Family Resource Worker monitors attendance, in liaison with the Attendance Officer, daily, weekly and termly and takes action (see ATTENDANCE PROCEDURES) • Breakfast Club funded places • Supply of school uniform <p>REWARDS SYSTEMS TO BE REINSTATED WHEN COVID MEASURES REMOVED</p> <p>DIRECT WORK WITH CHILDREN:</p> <ul style="list-style-type: none"> - Talk time opportunities - Daily / regular welfare / well-being catch-ups with children - Providing individual understanding, motivation and empathy to vulnerable children 	<ul style="list-style-type: none"> - Overall attendance = 95% - Disadvantaged pupil attendance = 94% - Non-DP attendance = 96% - Talk Time and direct work offered by CD and CJM. - This was effective in hearing children's views and concerns. - Children developed positive relationships and trusted their key, safe adult. - This impacted the children's ability to focus and concentrate. - Persistent absence remains an area to focus on.
For 98% of children to be in school and collected on time	<p>If children brought late / collected late:</p> <ul style="list-style-type: none"> - Texts to parents / carers - Phone calls - Reminders - Virtual / phone meetings with FRW <p>If after close of register then ATTENDANCE PROCEDURES to be followed</p>	<ul style="list-style-type: none"> - Achieved - Systems in place extremely effective as consistently applied. - Positive relationships developed with some families to improve punctuality.

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
Purple Mash	2Simple
Class Dojo	Class Dojo
Jigsaw PSHE scheme of work	Jigsaw
Imoves	Imoves active education limited
Music Express	Music Express
Derbyshire Agreed Syllabus for Religious Education: 2020–2025	Derbyshire Agreed Syllabus for Religious Education: 2020–2025
Speech Link	Speech Link Multimedia Ltd
Mathletics	3P Learning