

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:	Suffield Park Infant and Nursery School
Number of pupils in school:	176
Proportion (%) of pupil premium eligible pupils:	19.3% (34 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published:	1.10.21
Date on which it will be reviewed.	1.10.22
Statement authorised by:	Nichola Stewart
Pupil premium lead:	Nichola Stewart
Governor / Trustee lead:	Vivienne Lennox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,730
Recovery premium funding allocation this academic year	£4,350
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.	£50,080

Part A: Pupil premium strategy plan

Statement of intent

- *Our aim is to bridge the academic gap for our disadvantaged students, ensuring they are safe and supported in their educational provision.*
- *Our strategy aims to overcome some of the barriers to learning listed below in a way appropriate for young children.*

Challenges

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

Challenge number	Detail of challenge
1	SEN and Health Needs Some children need additional support to access the curriculum fully. Children benefit from a higher ratio on adult to child within the setting particularly in Early Years.
2	Home Circumstances: (housing, debt, limited experiences) Some children have insecure home lives due to instability with accommodation or finance. Some of these children have limited social interactions and opportunities to develop their social and emotional skills. They may not have the resources or the adult support that helps to develop language skills that are by some of our pupil premium children. They often also lack in appropriate enriching cultural and enrichment experiences.
3	Safeguarding Concerns Some of the children have challenging home or family circumstances. This can cause anxiety, worry and difficulty in expressing emotions. This can be a barrier to engagement and learning
4	Attendance and Punctuality Some of our pupil premium children have less than satisfactory attendance or a number of late arrivals. This impacts on their learning when they are not at school. The families benefit from a parent support advisor to support them in this.
5	Home Support Some parents of pupil premium children lack the ability, knowledge or equipment to best support their children at home.

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 are exposed to quality first teaching. Intervention is used to support children at risk of falling behind.	PP children make good progress in all areas. Intervention records show targeted intervention for pupils in need.
SEN and Health needs are met and supported in school	SEN children make good progress from starting points. External support is requested and advice/strategies implemented.
Support is available for parents when home circumstances are difficult	PSA and DSLs effectively supports parents and signposts to relevant support services including debt management, housing, food bank, fuel bank, Early Help
Children are safe	Well trained DSLs across school and Nursery, ensure clear are procedures are followed. Children are kept at the heart of decision making. Referrals to CADS/Early Help are made without delay. Vulnerable children are prioritised for school places in the event of school closure.
Attendance for PP is good. Barriers to attendance are identified and acted on.	Data shows good attendance for PP children (taking into account the effect of Covid 19 on all pupil)

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: £6650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The school is a part of VNET and uses the associated CPD to improve outcomes for children.</i>	VNET supports CPD through evidence informed practice	1 £3,000
<i>New staff are recruited and effectively trained in areas of priority for the school such as Phonics and Nurture</i>	EEF- Special education needs in Mainstream Schools EEF- IMPROVING LITERACY IN KEY STAGE 1	1 Nurture £3,000 CPD £650
<i>A higher ratio of staff to child supports SEND needs</i>	EEF- Special education needs in Mainstream Schools	

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

Budgeted cost: £ 30,577

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics 1-1 intervention for pupils across the school</i>	EEF- Special education needs in Mainstream Schools EEF- IMPROVING LITERACY IN KEY STAGE 1	1, £16,296
<i>Time to Talk Intervention YR</i>	EEF- Special education needs in Mainstream Schools	1 £5,786
<i>Nurture Provision for YR children</i>	EEF- Special education needs in Mainstream Schools	1,3. 5
Individual counselling provided by 'Seahorse Support.'	EEF- Special education needs in Mainstream Schools	1,2,3 £5,000

<i>Provide Maths Whizz subscription to allow children at access quality match intervention, which is personalised to their learning stage.</i>	Positive school data shows the impact of Maths Whizz alongside quality first teaching	1 £3,495
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8695

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of PSA,</i>	EEF- WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING	2,3,4,5 £4,555
PP to be funded for trips, clubs, party food, paid visitors into school, Cool Milk to be funded for all PP children	Knowledge of parents in school catchment. Finances can be a barrier to participation	2 Trips £2,000 Milk £700
Fortnightly attendance scrutiny with admin staff and HT. Identify concerns, employ strategies to support including PSA.	EEF- WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING	4
Training of additional DSL to ensure safeguarding is handled effectively. CPOMS is used to effectively communicate, record and monitor.	Safeguarding cases have risen in the school during the pandemic.	3 £940
Inspiring children by events that promote literacy e.g. author/illustrator visits.	Knowledge of the children	1,2 £500
Ensure devices are available for use to ensure children can	EEF- WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING	

access homework/home learning		
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Total budgeted cost: £ 45,922

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.

Please see previous PP review available on the school website.

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

The school continues to work with partner agencies, which currently do not incur a cost. These include The Mental Health Support Team in School (MHSTS) and adult learning courses such as 'Emotional Regulation in the Early Years,' which are hosted via the school.