



## Suffield Park Infant Pupil Premium Plan 2023-24

The pupil premium funding is given to schools to support eligible groups of children. Suffield Park Infant and Nursery School receives a Pupil Premium allocation of funding for each child who is entitled to receive Free School Meals or who has been entitled to receive them over the last six years as well as for any Looked After Children. We are required to publish online information about how we have used the premium as part of our pupil premium strategy. Our aim in using the pupil premium funding is to reduce any external or internal barriers to learning so they can make progress in line with the rest of the children in the school and reach their full potential. The way we allocate funds is in line with creating young pupils who can be safe, supported and independent learners who will have high aspirations for their future. This is how we intend to spend our Pupil Premium allocation within the current academic year.

### Pupil Premium Plan 2023-24

| Summary Information   |         |                                   |   |    |  |                               |             |
|---|---------|-----------------------------------|---|----|--|-------------------------------|-------------|
| School: Suffield Park Infant and Nursery School             |         |                                   |   |    |  |                               |             |
| Academic Year   | 2023-24 | Total PP Budget                   | £41,815   |    |  | Date of most recent PP review | Nov'23 2023 |
| Total number of Pupils:                                     | 143     | Number of pupils eligible for PP: | YR  | 7  |  | Date for next PP review       | Nov' 2024   |
|   |         |                                   | Y1  | 9  |  |                               |             |
|   |         |                                   | Y2  | 14 |  |                               |             |
| In school Barriers to attainment for pupils eligible for PP |         |                                   |   |    |  |                               |             |
| SEN and Health Needs  |         |                                   | <p>Some children need additional support to access the curriculum fully. Children benefit from a higher ratio of adult to child within the setting particularly in Early Years.</p> <p>Many children enter school having poor expressive and receptive language below or well below what is expected for their age. This is a significant barrier to accessing the curriculum. Their poor pronunciation skills impact significantly on their reading and writing ability also and their ability to apply the phonics skills they have been taught. In</p> |    |  |                               |             |

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|   | EYFS in particular, poor speech and language is a social barrier to learning. In an Infant School this impacts on all areas of the curriculum.<br>The school has significantly higher % of SEND children than national. SEMH needs are a significant barrier to learning for some PP children.         |
| 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  |
| 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.  |
| Lack of appropriate support from home                             | Some of the children do not have the resources at home to support their learning so need to be provided with these. Some families need support in how to help their children with their learning at home particularly during a pandemic where normal school engagement activities may not be possible. |
| Lack of cultural experiences                                      | Many of our children have not had access to a range of cultural experiences so find this area difficult to understand. Some of the children haven't visited or seen places of cultural interest in their locality  |
| Emotional Wellbeing   | Some of the children have challenging home or family circumstances. This can cause anxiety, worry and difficulty in expression emotions. This can be a barrier to engagement and learning.   |
| <b>External barriers to attainment for pupils eligible for PP</b> |  |
| Housing Issues  | Eviction or inadequate housing causes anxiety amongst some of our PP children and their families. It can impact their attendance but also their emotional well-being which can then affect their ability to learn.   |
| 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.   |

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| Parental Need                     | Some parents of PP children find it difficult to support their children in their emotional and learning needs. Support for parents for eg. Housing, food bank provision, travel, adult education and support from other agencies.  |
| Limited experiences beyond school | 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 often needed by some of our pupil premium children. They often also lack in appropriate enriching cultural and enrichment experiences. |

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

| Desired Outcome                                | Activity   | Evidence that supports this approach   | Staff Lead | Cost              | Review implementation   |
|--|--|--|------------|-------------------|---|
| Children are exposed to quality first teaching | <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   | NS         | £2,000            | Observations both internally and externally demonstrate effective teaching. Children make good progress as a result of exposure to quality first teaching.<br>Progress data for PP children in reading shows accelerated progress at the end of Year 2. |
| Children are exposed to quality first teaching | <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<br>EEF- IMPROVING LITERACY IN KEY STAGE 1 | NS         | Nurture<br>£1,000 | New staff are trained in key priority areas for the school including Phonics, Nurture, SEND and safeguarding.   |

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

| Desired Outcome  | Activity   | Evidence that supports this approach   | Staff Lead | Cost              | Review implementation  |
|--|--|--|------------|-------------------|--|
| PP children are identified if falling behind and tutoring implemented              | <i>Tutoring for Y2 children in literacy and numeracy</i>     | EEF- Special education needs in Mainstream Schools<br>EEF- IMPROVING LITERACY IN KEY STAGE   |            | % PP Y2<br>£1,548 | YR reading data shows PP children make accelerated progress in word reading. In Y2 children make accelerated progress in phonics. despite a complex cohort of which included 37% SEND in Year 2 80% children had met the Phonics Screening check threshold by the end of Year 2. |
| PP children who fall behind in phonics are identified and intervention implemented | <i>Phonics 1-1 intervention for pupils across the school</i> | EEF- Special education needs in Mainstream Schools<br>EEF- IMPROVING LITERACY IN KEY STAGE 1 |            | £18,259           | Clear regular assessment supported identification of required intervention. In year 2 this was supported by tutoring in Year One and YR by a trained TA delivering regular phonics intervention across the week.   |

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| Pupil premium are assessment by trained staff and speech and language needs are met through appropriate intervention | <i>Wellcomm Intervention</i>   | EEF- Special education needs in Mainstream Schools                                    |  | £2,800          | Further staff have been trained on the Wellcomm assessment meaning there are no delays in assessing children and implementing the required intervention.   |
| Children's social, emotional and mental health needs are addressed   | <i>2 Nurture Units are in operation within the school supporting children's specific SEMH needs via the 6 principles of Nurture</i>            | EEF- Special education needs in Mainstream Schools                                    |  | £4,088          | 2 highly successful Nurture units ran in 2023-24 supporting complex SEMH needs as well as children on the NDS pathway. 4 children successfully transitioned from eh unit abc into mainstream provision.                          |
| Children are supported emotionally and are ready to engage in learning   | Individual counselling provided by 'Seahorse Support.' (emotional and wellbeing practitioner)<br><br>Play therapy student                      | EEF- Special education needs in Mainstream Schools                                    |  | 1,2,3<br>£5,000 | Seahorse Support has allowed children a safe space and emotionally available adults to support their specific needs. The intervention has supported parents more widely with additional signposting to support beyond education. |
| PP children show accelerated progress in maths   | <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 |  | £3,423          | yr 2 progress maths inline with peers<br>y1 pp progress accelerated<br>yr pp good progress in number and numerical pattern inline with peers   |

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

| Desired Outcome  | Activity  | Evidence that supports this approach  | Staff Lead | Cost                            | Review implementation  |
|--|---|---|------------|---------------------------------|--|
| Where possible financial barriers to full participation in school life are removed | PP to be funded for trips, clubs, paid visitors into school, Cool Milk to be funded for all PP children | Knowledge of parents in school catchment.<br>Finances can be a barrier to participation |            | Trips<br>£1,500<br>Milk<br>£700 | All financial barriers have been met, including provision for clubs, trips and enrichment. Additionally specifically targeted clubs have been strategically planned eg Forest school/gardening club for children who don't have gardens.<br>The school provides pre-loved uniforms and cost and shoes for all children who need it. By linking up with community connectors for Cromer, additional support has been given in the form of providing new beds/cots/bedding/white goods such as ovens and washing machines. Toys and hampers at Christmas time. Foodbank vouchers are issued regularly to families who need them. |

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| PP attendance is in line with rest of the school                   | Fortnightly attendance scrutiny with admin staff and HT. Identify concerns, employ strategies to support.                                      | EEF- WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING         |  | £1,497      | Pupil Premium attendance showed an improving trend rising from 90.31% to 92.82% from academic year 2022-23 to 2023-24                          |
| Children are safe in school due to the expertise of staff          | Training of a SENCO to become 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. |  | £940        | The school SENDCO has been partially trained with further training booked and will be now be coached in safeguarding DSL school based practice |
| Children are inspired by authors and events that promote literacy. | Inspiring children by events that promote literacy e.g. author/illustrator visits.   | Knowledge of the children  |  | Author cost | Children's engagement with visiting author and illustrator was positive.   |

**Total budgeted cost: £41,815**