



FILEY CE NURSERY & INFANTS ACADEMY PUPIL PREMIUM STRATEGY STATEMENT



EBOR ACADEMY TRUST

1. Summary information

School	Filey Church of England Nursery & Infants Academy				
Academic Year	2023/24	Total PP budget	£77115	Date of most recent PP Review	Nov 2023
Total number of pupils	incl:175+ N2= 31	Number of pupils eligible for PP	70 34%	Date for next internal review of this strategy	Jun 2024

Whole School 2022/23 Overview –

Reading, Writing & Maths – Year 2				EYFS	Phonics	
School	Reading	Writing	Maths	GLD	Year 1	Year 2
Filey CE Nursery & Infants Academy Whole cohort	67% of pupils achieved the expected standard or above.	60% of pupils achieved the expected standard or above.	64% of pupils achieved the expected standard or above.	60% of pupils achieved a good level of development by the end of EYFS.	80% of pupils passed the phonic screening check.	90% of year 2 pupils passed the phonic screening check by the end of KS1
Pupil Premium Pupils	53% of PP pupils achieved the expected standard or above. -14%	50% of PP pupils achieved the expected standard or above. -10%	44% of PP pupils achieved the expected standard or above. -20%	34% of PP pupils achieved a good level of development by the end of EYFS. -26%	63% of PP pupils passed the phonic screening check. -17%	55% of year 2 PP pupils passed the phonic screening check by the end of KS1 35%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	<p>Teacher assessments identify Pupil premium Language development as a target area for 2023-2024</p> <p>Deliver speech and language support from entry to school in the EYFS and throughout the year groups. The Neli programme is used to support Reception pupils in all areas of language development. NHS Attention Autism interventions are also being used to support listening and attention throughout school.</p>
B.	<p>Initial Year 1 Phonic Screening shows that 60% (14 out of 23 children) of Pupil Premium are on track to meet the expected standard in the Phonic Screening Check July 2023.</p> <p>Initial Year 2 Phonic Screening for the children that did not pass the check in Year 1 shows that 50% (5 out of 10 children) of Pupil Premium are on track to meet the expected standard in the Phonic Screening Check July 2023.</p>
C.	<p>52% (12 out of 23) Year 2 Pupil Premium children are on track to meet the expected standard or above in Reading 2023.</p> <p>48% (11 out of 23) Year 2 Pupil Premium children are on track to meet the expected standard or above in Writing 2023.</p> <p>52% (12 out of 23) Year 2 Pupil Premium children are on track to meet the expected standard or above in Maths 2023.</p> <p>Children will benefit from a wide range of experiences to inspire creative writing and give meaning to their writing. Pupil Premium children will also receive daily reading opportunities. PIXL Therapies will be used as targeted interventions for reading comprehension and mathematics.</p>
D.	<p>Create experiences that widen the children's vocabulary through a creative curriculum.</p> <p>Continue to develop writing and give children the passion to write especially pupil premium boys.</p> <p>Introduce the 'Reading Spine', which is progressive throughout school. This will aim to teach a bank of chosen words to develop meaning and comprehension. A rapid catch up intervention (Little Wandle) will be used for year 2 pupils that are not currently on track to meet the expected standard. Year 1 children that are not on track to pass the phonic screening check will have daily keep up sessions to close gaps in their phonic knowledge.</p>
E.	<p>Foster self-esteem in all pupils through the comprehensive school approach to develop the whole child, not just academic achievements.</p> <p>Offer a variety of extra-curricular activities for all children (approaching Pupil Premium children in particular) to develop language, confidence, encourage particular interests and consolidate learning. E.g. various sports, mindfulness, nurture, cookery, art and yoga clubs.</p>

4. Desired outcomes how they will be measured		Success criteria
A.	In 2022-2023 34% of pupil premium pupils achieved GLD by the end of the year compared with 60% of the whole cohort. We aim to increase this percentage by offering pupil premium children a variety of opportunities to develop communication and language.	More pupil premium children in Reception will achieve GLD in July 2024.
B.	70% of pupil premium children will pass the Phonic Screening check in July 2024 instead of the 60% on track in Autumn 2023.	More pupil premium children will pass the Phonic Screening check in July 2024
C.	<p>At least 61% of pupil premium children will achieve the expected standard in Reading at the end of year 2 July 2023 instead of 52% on track Autumn 2023.</p> <p>At least 61% of pupil premium children will achieve the expected standard in Writing at the end of year 2 July 2023 instead of 48% on track Autumn 2023.</p> <p>At least 65% of pupil premium children will achieve the expected standard in Maths at the end of year 2 July 2023 instead of 52% on track Autumn 2023.</p>	<p>More pupil premium children will meet the expected standard in Reading, Writing and Maths at the end of Year 2 July 2024.</p> <p>The progress of eligible pupil premium children will be in line with non-eligible pupils as they become more confident and focused in lessons.</p>
D.	<p>Increase pupil confidence and passion for writing.</p> <p>Increase in pupil premium children especially boys achieving the expected standard in writing.</p> <p>Increase communication and language development through the use of the whole school 'Reading Spine'.</p>	<p>Children will have increased confidence and more opportunities for creative writing inspired by a creative curriculum and class enterprise opportunities.</p> <p>Children will have a greater understanding of vocabulary which will in turn impact on their comprehension and ability to write for a range of purposes.</p>
E.	Children will have a wealth of extra-curricular activities to raise self-esteem and support communication and language development.	Children will develop socially and benefit from raised self-esteem with confidence in their own abilities.
F.	The above groups of children will receive quality 1 st class teaching and appropriate booster groups/interventions to increase the number of Pupil Premium children achieving the expected standard at the end of Reception, Year 1 and Year 2. These vulnerable groups will be highlighted during Pupil Progress Meetings and monitored closely throughout the year. A wealth of extra-curricular activities and nurture groups will support the development of pupil self-esteem and communication & language. E.g. lunchtime nurture groups, mindfulness, art, yoga, cookery, sports clubs and family reading clubs. In school pastoral support, Neli, reading, phonics, writing and maths interventions.	

5. Planned expenditure

Academic year

2023/2024

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Raise the level of attainment of GLD for pupil premium children. The progress of eligible pupil premium children will be in line with non-eligible pupils as they become confident and focused in lessons.	Whole class, group and 1-1 phonics in Reception classes. Focus group Neli interventions. 1-1 daily reading for pupil premium children. Whole class and focus group use of the Mighty Writer resource in the Summer term. Opportunities to develop communication & language. Use the reading spine to teach vocabulary.	To extend pupil vocabulary. To build confidence and knowledge in phonics. To build the application of phonic skills. Develop creative thinking and talking leading to early creative writing.	Monitoring through observation. Pupil progress meetings. Team meetings.	SLT	Termly

<p>Increase the number of year one children passing the phonic screening check particularly pupil premium children.</p> <p>Increase the number of pupil premium children achieving the expected standard in reading, writing and maths at the end of year 2.</p>	<p>1-1 daily reading for pupil premium children. Whole class and focus group use of the Mighty Writer resource. Whole class phonics. Small group and 1-1 Phonic keep up sessions. Whole school use of the 'Reading Spine' to teach vocabulary.</p> <p>Whole class use of Mighty Writer to develop creative thinking and structure for writing. Small group writing interventions. Reading books link directly to phonic teaching.</p> <p>Introduce 'Adapt' mathematic interventions and the use of Mastering Number programme.</p>	<p>To build confidence and knowledge in phonics.</p> <p>To build the application of phonic skills.</p> <p>To use Mighty Writer as a resource developing creative thinking and structure for writing.</p> <p>To use the 'Reading Spine' to teach vocabulary.</p> <p>To use mathematical knowledge and skills to problem solve.</p> <p>To use the 'PIXL therapies' to enable children to keep up with the Reading and Mathematics curriculum.</p>	<p>Monitoring through observation.</p> <p>Pupil progress meetings.</p> <p>Team meetings.</p>	SLT	Termly
<p style="text-align: right;">Total budgeted</p> <p>Daily Reading £ 8200</p> <p>Neli £ 7600</p> <p>Mighty Writer resources and small group writing interventions £ 3650</p> <p>Phonic Keep Up sessions + 1-1 support £ 7400</p> <p>PIXL £ 1721</p> <p>'Reading Spine' whole school approach £ 2509</p> <p><u>£31080</u></p>					
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

Increase the number of year 2 children achieving the expected standard in maths especially pupil premium children.	Use the Mastering Number Programme.	To increase confidence and develop skills/ knowledge in mathematics to allow pupil premium children to access the higher level mastery questions.	Monitoring through observation. Pupil progress meetings. Team meetings.	AJ	Termly
Increase the number of year 2 children achieving the expected standard in reading and writing especially pupil premium children.	Pastoral support Daily reading 1-1 phonic support Small group phonic interventions Small group writing interventions PE specialist Extra-curricular activities to develop communication and language.	To increase pupil confidence and knowledge through small group activities and targeted support. To deliver Team Building experiences to develop pupil's self-esteem and the ability to co-operate with each other supporting social and emotional development	Monitoring through observation. Pupil progress meetings. Team meetings. Targeted support data	AJ HS	Termly

Promote a love of reading within all year groups. Increase the number of pupil premium children achieving the expected standard in reading at the end of Year 2. Increase the number of Reception children achieving ELG in reading (especially pupil premium children).	Big Red Reading Bus School Reading Champion Introduce the whole school 'Reading Spine' Rapid catch up reading programme SEND reading programme	In 2022-2023 34% of pupil premium pupils achieved GLD by the end of the year compared with 60% of the whole cohort. We aim to increase this percentage by offering pupil premium children a variety of opportunities to develop communication and language. At least 61% of pupil premium children will achieve the expected standard in Reading at the end of year 2 July 2023 instead of 52% on track Autumn 2023.	Classes are timetabled to use the Reading Bus. Pupil Premium groups will have extra sessions to promote a love of reading. Pupils are invited to attend the after school family reading club held weekly on either a Monday or Wednesday.	HS	
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Total budgeted cost					
Rapid catch up reading programme					£ 1510
SEND reading programme					£ 1700
Pastoral Support					£ 2036
Big Red Reading Bus					£ 824
PE Specialist					£11543
					<u>£17613</u>

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation

Children will have increased confidence and more opportunities for creative writing inspired by a creative curriculum whilst learning new skills and working collaboratively with others. Children will have increased vocabulary to be applied across the curriculum.	Learning Outside the Classroom Outdoor Education days 'Reading Spine' books used to teach vocabulary which is progressive throughout school.	To allow children from disadvantaged groups to access a range of learning environments and experiences other than those available in the classroom. Cultural awareness increased through Theatre, Museum and outdoor education days. Increased vocabulary development.	Monitoring through observation	SLT	Termly
Children will develop socially and benefit from raised self-esteem with confidence in their own abilities whilst learning new skills and working collaboratively with others. Children will have time to talk and develop communication skills.	Art Club Cookery Club Mindfulness club Yoga Club Lunchtime Nurture Groups Board Games Club 'Wonder Time' Singing Club Recorder Club Family Learning Family Reading club	The progress and attainment of eligible pupils will be in line with non-eligible pupils. Pupil's take pride in their own creativity, their acquired life skills and their care of the environment which reflects in their confidence and impacts on their progress.	Monitoring through observation. Parent voice Pupil Voice Pupil progress meetings Team meetings Progress data	SLT	Termly
Continue to deliver speech and language support from entry to school in the EYFS and throughout the year groups.	Social Singing Neli NHS Attention Autism 'Reading Spine'		Monitoring through observation. Neli data Pupil progress meetings	HS	Half Termly

<p>Nursery</p> <p>Developing conversational skills.</p> <p>Develop early phonological awareness skills.</p>	<p>Time to talk – small groups and 1-1</p> <p>Long term phonic plan for Nursery pupils.</p>		<p>Monitoring through observation.</p>	<p>HS</p>	<p>Half-termly</p>
<p>Continue to develop a school reading champion which will promote a whole school reading culture and love of reading.</p>	<p>Resources to promote a whole school reading culture.</p> <p>‘Big Red’ the reading bus and family reading clubs.</p>	<p>Following the English Hub advice to develop a whole reading culture and love of reading beyond the teaching of phonics.</p>	<p>Monitoring through observation.</p> <p>Pupil Progress meetings</p> <p>Pupil Voice</p>	<p>HS AC</p>	<p>Termly</p>
<p>Investment in the pastoral element of being a church school will improve parental and pupil’s wellbeing and children’s engagement in the curriculum allowing them to access the curriculum more effectively.</p>	<p>Increased sessions for the school Pastoral Care Worker.</p>	<p>Pastoral care and working with children and families will have a positive impact on the attendance of pupil premium children.</p>	<p>Monitoring of attendance and attendance data.</p>	<p>AC JR</p>	<p>Half Termly</p>

Learning Outside the Classroom	£ 1490
Filey Museum Visits	£ 395
Theatre Trips	£ 2400
School Reading Champion	£ 2179
Reflective Areas	£ 200
Monitoring of attendance data SBP	£ 2650
Nursery Time to Talk	£10095
Family Learning & Family Reading Club	£ 2652
Lunchtime nurture groups	£ 2948
Singing club	£ 671
Art club	£ 311
Mindfulness club	£ 465
Yoga club	£ 465
Sports Clubs	£ 1491
	<u>£28412</u>
Total budgeted cost	<u>£77105</u>

6. Review Expenditure

iv. Quality of teaching for all

Desired outcome	Chosen action / approach	What was the evidence and rationale for this choice?	What was the impact of this action?	Staff lead	When did you review
47% of pupil premium children will achieve ELG in Reading instead of the 29% on track in Autumn 2023	Whole class, group and 1-1 phonics in Reception classes. Focus group Neli interventions. 1-1 daily reading for pupil premium children. Whole class and focus group use of the Mighty Writer resource in the Summer term.	In Autumn 2023 29% of pupil premium children were on track to achieve ELG in Reading.		HS	Termly
70% of pupil premium children will pass the Phonic Screening check in July 2023 instead of the 60% on track in Autumn 2023.	Whole class phonics. Small group and 1-1 Phonic booster activities. Whole class use of Mighty Writer to develop creative thinking and structure for writing. Small group writing interventions. Reading books link directly to phonic teaching.	In Autumn 2023 60% of pupil premium children were on track to meet the expected standard in July 2023		HS	Termly

<p>At least 61% of pupil premium children will achieve the expected standard in Reading at the end of year 2 July 2024 instead of 52% on track Autumn 2023.</p> <p>At least 61% of pupil premium children will achieve the expected standard in Writing at the end of year 2 July 2024 instead of 48% on track Autumn 2023.</p> <p>At least 65% of pupil premium children will achieve the expected standard in Maths at the end of year 2 July 2024 instead of 52% on track Autumn 2023.</p>	<p>'Shine' class and group interventions.</p> <p>ELSA/Pastoral support</p> <p>Language Links</p> <p>Daily reading</p> <p>1-1 phonic support</p> <p>Small group phonic interventions</p> <p>Small group writing interventions</p>	<p>Autumn 2023</p> <p>52% pupil premium pupils on track to meet the expected standard in Reading</p> <p>48% pupil premium pupils on track to meet the expected standard in Writing</p> <p>52% pupil premium pupils on track to meet the expected standard in Mathematics</p>		AC AJ	Termly
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	What was the impact of this action?	Staff lead	When will you review
<p>Children's well-being and enjoyment of the experience will impact on the attainment of eligible pupils bringing them in line with non-eligible pupils</p> <p>To improve progress and attainment for disadvantaged groups so eligible pupils will be in line with non-eligible pupils</p>	<p>Family Learning</p> <p>Family Reading Club</p> <p>Various lunchtime clubs to develop communication & language.</p> <p>Learning Outside the Classroom</p> <p>Lunchtime Nurture groups</p>	<p>To allow children from disadvantaged groups to access a range of learning environments and experiences other than those available in the classroom.</p> <p>Enjoyment and engagement in the curriculum will impact on pupil attainment.</p> <p>To Improve progress and attainment for disadvantaged groups in all year groups.</p>		SLT	Termly

<p>Pupils to take pride in their acquired life-skills which reflects in their confidence and impacts on their progress.</p> <p>The variety of extra-curricular activities offered in school will impact on pupils communication and language development.</p>					
					<p>23/24 Total budgeted cost £77105</p> <p>Total 23/24 budget (actual) £ TBC</p>