



Cardinal Road Nursery and Infant School Pupil Premium Strategy Statement

1. Summary information					
School	Cardinal Road Nursery and Infant School				
Academic Year	2022/2023	Total PP budget	£122,430	Date of most recent PP Review	Sep 2022
Total number of pupils	313	Number of pupils eligible for PP	84 pupils	Date for next internal review of this strategy	Feb 2023

2. Current attainment (KS1) Due to COVID -19 and lockdowns there were no tests at the end of the academic year			
	Yr1 June 2021 Pupils eligible for PP 2021-2022	Yr2 June 2022 Pupils eligible for PP 2021-2022	<i>PP Pupils Nationally (2022) Last year of published results</i>
% achieving at the expected standard or better in reading	64% (80%)	85% (81%)	51%
% achieving at the expected standard or better in writing	61% (77%)	78% (75%)	41%
% achieving at the expected standard or better in maths	88% (87%)	85% (86%)	52%
3. Yr1 Phonics			2019
% of PPG pupils achieving phonic screening	81% (90%)		62%
4. Current attainment (EYFS)V			
			<i>All Pupils Nationally (2019)</i>
% of PPG children achieving a good level of development	75% (83%)	Pupils eligible for PP 2021-2022	72%

5. Barriers to future attainment		
In-school barriers		
A.	Multiple needs of PPG pupils	
B.	Impact of COVID-19. Many PP pupils have not regularly attended school between Mar 2019 and Feb 22. Gaps will need to be diminished	
C.	Communication barriers due to limited access to literature, engagement in conversations and parental support and home learning during COVID	
D.	Depth of understanding within concepts for all levels of attainment increased due to attendance issues during COVID	
External barriers		
E.	Pupils being ready to learn further impacted by home learning during lockdowns and COVID absences	
F.	Mental health issues following COVID-19 continue to present difficulties	
G.	Aspirations of the community for PPG pupils. Home learning proved to be a challenge for some families and access to technology.	
H.	Few enriching experiences outside school which would enhance pupils access to the world and understanding the world we live in exacerbated by the pandemic	
6. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>A robust assessment system that identifies gaps Effective targeted interventions to diminish the gaps</p> <p>Advice is sought and actioned for the different needs of the pupils</p> <p>Quality First Teaching meets the learners needs</p>	<p>Assessment practice is robust so gaps in their learning and multiple needs are identified A higher percentage of PPG pupils achieve at the expected standard or better.</p> <p>Professionals provide advice that results in reducing the barriers to learning</p> <p>Quality First Teaching impacts positively on PPG pupils enabling them to make strong progress</p>
B.	<p>Provide a nurturing learning environment where pupils feel safe to share their anxieties. Provide timely support for anxieties and encourage the pupils to share their fears. Involve the support of the family so consistency in approach is achieved Poor attendance to be challenged</p>	<p>Pupils confidence and self-esteem is raised enabling them to successfully access the curriculum</p> <p>Effective use of the Learning Mentor and other professionals to meet the pupils anxieties</p> <p>Increased percentage in attendance</p>
C.	Early identification of Speech and Language difficulties	<p>Effective S + L interventions reducing barriers and teachers ensuring the PPG pupils understand the language for learning. Recommendations from any reports are acted upon.</p> <p>Opportunities for meaningful vocabulary being rehearsed explained and used to support the curriculum.</p>

	<p>Provide a curriculum that is rich in vocabulary and continue to implement Read, Write, Inc. adapted following the pupils long absence to diminish gaps and enable them to rehearse their basic skills</p> <p>Pre teaching of key vocabulary for those who will benefit</p> <p>Access to quality literature</p> <p>Ensure pupils have an understanding of the vocabulary through “real experiences” and effective usage and explanations</p> <p>Continue to engage in the “Get Reading Project”</p>	<p>Pupils successfully targeted for pre-teaching interventions</p> <p>Pupils access and are familiar with quality texts Pop –Up book shop to promote the love of reading and acquisition of literature</p> <p>Our curriculum driver “real life experiences” and the use of Read, Write and Inc. ensures that the pupils have a good understanding of the vocabulary used in their “Topic” work and demonstrate a widening use of vocabulary in articulation and across the different areas of the curriculum</p> <p>A love for reading is embedded encouraging access to quality literature</p>
D.	<p>Pupils acquire the knowledge and skills to understand concepts in depth</p> <p>Provision is exciting and engaging</p>	<p>Pupils access a quality curriculum which they understand and it prepares them well for their next stage of education which is supported by meaningful appropriate resources</p> <p>Teachers enable the pupils to have the experiences to support them to attain greater depth following the restrictions that COVID-19 imposed</p>
E.	<p>Time to listen, talk and constantly reinforce the message that every pupil is precious to us in school, and how much we want to keep them safe and for them to learn</p> <p>Support families to remove barriers where possible</p> <p>Target pupils for catch up sessions that will make a difference</p>	<p>Pupils are happy at school and their learning accelerates Pupils understand the school aim and values</p> <p>Learning Mentor and school staff support the families with their challenges and provide help when possible</p> <p>Pupils catch up through effective timely targeted interventions</p>
F.	<p>Pupils feel confident to share their thoughts and feelings so support can be effectively be provided</p>	<p>Access to quality support and strategies that address mental health issues</p>
G.	<p>To develop pupils own ambitions and aspirations of how successful they can be in education and employment</p>	<p>Pupils understand the school’s aims and values and have positive attitudes towards learning Pupils enabled to understand the wide range of skills needed and different job roles there are available in our society</p>
H.	<p>The school to provide a curriculum with enriching experiences and to ensure the school driver “Real Life Experiences” is effectively actioned along with a high profile for “Emotional Literacy” and the “Community”</p> <p>Access to trips to enhance the curriculum and a range of visitors to provide depth and a broad and balanced curriculum</p> <p>Visitors provide further enrichment to the curriculum</p>	<p>Increased opportunities to enriching experiences which are rich and varied and motivational and support the school’s curriculum drivers showing creativity during the pandemic and its limiting factors</p> <p>School trips are successfully organised so the pupils skills and knowledge grow</p> <p>Opportunities for the pupils to access a range of enriching experiences</p>

7. Planned expenditure					
Academic year	£127,000				
The three headings below enable our school to demonstrate how we 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 implementation?
A	<p>Continue to ensure assessment processes are rigorous and all staff understand the data and internal assessment mechanisms</p> <p>Quality First teaching implemented</p> <p>Build relationships with the family</p>	<p>A whole school strategy with all team members effectively working together to diminish the difference in learning gaps and always meeting the needs of the learners</p> <p>Learning is motivational and meets the needs of the learner</p> <p>Involve the family and work together so the messages are consistent</p>	<p>Regular updates from the assessment Lead</p> <p>Year groups –moderation, communication with TA, and other professionals</p> <p>SLT involvement</p> <p>Use AfL to take immediate action</p> <p>Pupil progress meetings</p> <p>Scrutiny of planning and work</p> <p>Discussions with pupils</p> <p>Lesson observations</p> <p>Learning walks</p> <p>Be aware of social and emotional issues</p>	HT + DHT	Daily/weekly or when a need arises or an intervention is completed
B	<p>Find time to talk to the pupils to build their confidence and know that we are there for them</p> <p>For pupils to understand learning behaviours and how they impact positively on their aspirations</p> <p>Champion a child</p>	<p>For all pupils to believe they can succeed and reach the stars and provide facilities for this to happen</p> <p>Pupils to know that the adults will listen</p> <p>Pupils to be targeted</p>	<p>Pupils motivated to always do their very best</p> <p>Self-esteem and confidence raised</p> <p>Learning behaviours around the school promoted</p> <p>Use of visitors to support them in understanding the many opportunities they will be able to access</p> <p>Pupils to feel important and that they belong</p> <p>Aims and values used as a common language by all staff across the school</p>	SLT Learning Mentor	Termly or when the need arises

C	<p>Development of language across the curriculum</p> <ul style="list-style-type: none"> • exposure to quality and engaging texts • key vocabulary has a high profile in all lessons • Interventions • Advice from SALT • Read, Write, Inc. 	<p>Data and evidence show many of our pupils have low S + L on entry. We also have a high percentage of EAL pupils</p> <p>Exposure to high quality texts to engage and motivate the pupils</p> <p>All pupils benefit from a curriculum that enriches their vocabulary and puts it into context.</p> <p>TA to implement S + L Intervention programme to diminish the gap</p> <p>Utilise support available from the onsite S + L Workshop facility</p> <p>Structured programme that leads to rapid progress</p> <p>Modelling</p>	<p>Effective use of data and assessment strategies to identify targeted pupils</p> <p>Lesson observations, scrutiny of work and planning</p> <p>Pupil confidence</p> <p>Pupil discussions</p> <p>Pupil progress</p> <p>Monitoring of implementation of the curriculum</p> <p>Monitor effectiveness of S + L intervention</p> <p>Monitor advice given is implemented</p> <p>RWI progress data</p>	Teachers SLT	Termly or when intervention is completed
D	<p>Targeted additional support strategies which enable pupils to have an in-depth understanding of concepts</p> <p>Engage in “Get Reading Project” Reading”</p>	<p>PPG pupils to have full access to a quality curriculum and support them to make substantial progress to narrow attainment gaps</p> <p>Staff to attend CPD sessions</p>	<p>Effective use of assessment data to act immediately to provide timely interventions</p> <p>Positive impact on a love for reading</p>	Teachers SLT Targeted Teachers	<p>Ongoing as the need arises</p> <p>Half Termly</p>
E	<p>To provide positive role models</p> <p>To have fun and learn together</p>	<p>Expose the pupils to choices ahead of them</p> <p>Learning is fun and we are all learning all the time</p>	<p>Link opportunities to the curriculum</p> <p>Staff to show their passion and to emphasise the aim and values</p>		<p>Review of Curriculum Map every half term</p> <p>Skills and knowledge grids effectively used</p>
F	For pupils to feel safe to share their feelings	Pupils know that they will be listened to and action where possible will be implemented	Learning Mentor continually checks on pupils whom we are supporting and informs the family	SLT	After support has been given
G	To expose the pupils to as many different exciting roles in society	Pupils have an understanding of the many opportunities that are available to them	To naturally link with the curriculum and school life and equip them with the necessary skills and knowledge	Subject Leaders	Review of Curriculum Maps
H	The school to ensure enriching experiences and access to experiences that are core to their understanding	Many pupils not accessing enriching experiences or activities at home It is important that the pupils have an understanding of the world they live in to fully access the curriculum	Monitor opportunities to ensure a rich curriculum is provided that deepens their understanding Visits and visitors overview After School clubs when able Scrutiny of work Pupil discussions Lesson observations	Raising Attainment Leaders	<p>Review of Curriculum Map every half term</p> <p>Skills and knowledge grids effectively used</p>

Total budgeted cost

£12,000

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 implementation?
A + B	<p>Maths interventions including 1:1, small group and more able</p> <p>Reading interventions including Read, Write and Inc. 1:1 support and additional groups, Fisher Family Trust</p> <p>Additional adults target more able pupils to access interventions and additional small group and individual support</p> <p>Speech and language intervention</p> <p>EY small group interventions to support with CCLD, MD and fine motor skills</p>	<p>To raise standards to national expectations for all pupils</p> <p>Quality provision that will make a difference</p> <p>Pupils enabled to attain Deepening and Exceeding</p> <p>Improved communication to access the curriculum</p> <p>Pupils targeted to catch up</p>	<p>Monitor the provision</p> <p>Pupil progress, Pupil attainment</p> <p>Scrutiny of work and planning</p> <p>Pupil discussions</p> <p>Data</p>	SENDCO DHT, HT	Half-Termly

C + D + E	Interventions for pupils to have in-depth knowledge of key concepts “Get Reading Project “ 1:1 Learning Mentor interventions and small group interventions Learning Mentor work with families on agreed areas	AfL used to identify targeted pupils as needs arise Love for reading increased Relationships built so pupils work confidently with the Learning Mentor and their self-esteem is raised Families skills increased to effectively provide support for their children	Monitor the interventions and projects	HT, DHT + LM	As intervention finishes Following a CPD Session
F	Pre teach vocabulary and skills for areas of learning	Pupils are given the skills needed to access the curriculum	Adults clear of the skills and knowledge that the pupils need to acquire to access the curriculum	CT	For each topic delivered
G + H	Visits, Visitors, Engaging Curriculum	Pupils motivated and enthralled by enriching activities that are offered	Check the organisation and delivery are of a high quality	SLT	Termly

Total budgeted cost £96,000
(TA support)

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?
Pupils needs met, barriers reduced	Bought in professional services provides advice to teachers, teaching assistants, parents and pupils supporting pupils progress	Quality support upskilling staff and providing professional advice	Pupil progress evident because barriers to learning have been reduced	HT SENDSCO	SLA
	Learning Mentor continues to offer a range of support to Pupil Premium children and their family according to their identified needs	Post is highly regarded by parents Parents actively seek out the advice and support	Families supported at times of need Positive impact on the pupils and their needs including emotional	HT	Termly

Learning is appropriately resourced	Resources purchased to enhance the learning Quality resources made	Resources enhance and enable the pupils to access the curriculum	Pupil progress Pupils responses	HT SENDCO	Annually
Enriching Curriculum	Plan enriching experiences connected to the curriculum Check skills and knowledge grids	Real life experiences provide enrichment	Pupil motivation Attainment and progress Scrutiny of planning and work. Enjoyment	SLT	Half Termly
After School Clubs	Target Yr2 PP pupils to access a free After School Club	To ensure all pupils have access to an enriched curriculum	After School Clubs organised each term making use of staff skills and reasonable outside providers	DHT	Autumn Term
Total Budgeted Cost					9,000
Quality of teaching for all					£12,000
Targeted support					£96,000
Other approaches					£9,000
Total budgeted cost					£127,000

8. Review of expenditure £100,875			
Previous Academic Year		2021-2022	
i. Quality of teaching for all			
Desired outcome Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
<p>A robust assessment system that identifies gaps Effective targeted interventions to diminish the gaps</p> <p>Advice is sought and actioned for the different needs of the pupils</p> <p>Quality First Teaching meets the learners needs</p>	<p>All staff use AfL and data to identify gaps and put timely interventions into place Pupil progress data for 2021-2022 is strong</p> <p>Many professionals within school and other</p> <p>Quality First teaching impacted positively on their learning. Pupil progress data is strong.</p>	<p>We will continue with targeted interventions that are flexible to meet the differing needs of the pupils at different points in the year. This is more effective than a fixed approach.</p> <p>It made a difference and we will continue with this strategy as a whole school as it will be imperative to continue to diminish gaps following the disruptions due to COVID and absences due to having COVID.</p>	£16,000
<p>Pupils supported with their social and emotional needs</p> <p>Poor attendance is challenged</p>	<p>Learning Mentor and staff reacted swiftly to the pupils needs and together with the Learning Mentor provided nurturing interventions</p> <p>Attendance Officer and Learning Mentor work closely together to support individual children and families to remove barriers</p>	<p>The time and support invested in removing emotional and social barriers is significant and enables the child to learn. We will definitely continue with these strategies</p> <p>It usually is not the child's choice that they do not attend school as their age dictates that they need to be accompanied by adults. Working with families to try and overcome the barriers is essential and we will continue with these action</p>	£6,000

<p>Early identification of Speech and Language difficulties</p> <p>Provide a curriculum that is rich in vocabulary</p> <p>Access to quality literature Ensure pupils have an understanding of the vocabulary through “real experiences”</p>	<p>The early identification is pivotal in ensuring support is given to enable the gap to be diminished</p> <p>All pupils benefitted from a curriculum that enriched their vocabulary and put it into context.</p> <p>Pupils were able to apply their learnt vocabulary across the different areas of the curriculum impacting positively on them meeting expectations across all areas</p>	<p>We will continue with our internal S + L interventions and procure the services of a new SALT to the school.</p> <p>The increased confidence enabled the pupils to make strong progress. We will continue with this action next year.</p> <p>We hope to procure the services of a SALT who is reliable and produces timely reports.</p>	<p>£12,000</p>
<p>The school to provide enriching experiences and to ensure the school driver “first hand experiences is effectively actioned</p>	<p>Increased opportunities to provide enriching experiences as the year progressed which supported the school’s curriculum drivers (COVID related)</p>	<p>Yes we will continue and review our curriculum maps ensuring they are motivational and engaging and will look into including visits and visitors throughout the year</p>	<p>£2,000</p>
<p>Support families to remove barriers where possible</p> <p>Target pupils for catch up sessions and interventions, Homework and Writing Clubs</p>	<p>There were successes with targeted PPG families. However some of this work needs to continue. Longer interventions are necessary and relationships need to continue to build</p> <p>Homework club was successful for those pupils who attended. There were some pupils whom we targeted did not attend.</p> <p>Catch up sessions were very successful impacting positively on progress</p>	<p>Yes, we will continue to work with targeted families and build upon these strategies. We value good relationships and providing support needed. Laptops were distributed to those families who struggle to provide adequate technology</p> <p>Yes pupils and families found this to be a supportive strategy. We will run Homework clubs again next year</p> <p>Catch up sessions impact positively on the children’s learning and will be in operation next academic year Yes these were imperative to contributing to rapid progress</p>	<p>£10,500</p>
<p>Time to listen, talk and constantly reinforce the message that every pupil is special to us in school, and how much we want to keep them safe and learning.</p>	<p>Yes. Pupils are engaged, motivated learners who understand the aims and values</p> <p>The Learning Mentor and staff have reaped benefits from investing time with pupils and families and reduced barriers to learning</p>	<p>We will continue to ensure that our aims and values have a high profile and induct our new pupils into Cardinal Road’s ethos. These are very important to us and our community and underpin everything we do.</p>	<p>£1,000</p>
<p>To develop pupils own ambitions and aspirations of how successful they can be in education and employment</p>	<p>Pupils accessed an enriching curriculum which enabled them to begin to understand the skills and knowledge needed for the different job roles available in our society</p>	<p>This will continue to be implemented, as it is important that pupils are prepared for their next stage of education. Next year we should be able to include more opportunities as long as COVID continues to diminish</p>	<p>£3,000</p>

The school to provide enriching experiences and to ensure the school driver "first hand experiences is effectively actioned	Increased opportunities to enriching experiences which and support the school's curriculum drivers	Yes we will continue and have reviewed our curriculum maps and topic launches ensuring they are motivational and engaging and will look into a spread of trips and visitors next academic year	£1,000
ii. Targeted support			
Desired outcome Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Speech and Language Support Pupils targeted for Speech and Language interventions	Speech and Language interventions continue to support Speech and Language targets and improve communication skills to access the curriculum.	Yes continue with this approach being aware of new materials available. It is having a positive impact and increasing pupils confidence	£3,000
Targeted 1:1 Support Teachers and Teaching Assistants to use Assessment for Learning to identify pupils Maths interventions including 1:1, small group and more able Reading interventions including Read, Write and Inc. 1:1 support and additional groups, Fisher Family Trust	Pupils enabled to access the curriculum and develop relationships with adults and peers through effective targeted support. Pupil progress is good or better	Interventions are of a short sharp nature so pupils remain focussed. We will continue with this strategy	£32,080
Small Group Support Pupils targeted to become independent in their learning	Pupils taught skills to become independent in their learning and access the curriculum	This is provided for a specified amount of time so the pupils do not become over reliant on the adults. We will continue with this strategy so they acquire the skills to become independent learners.	£5,000
More Able Additional adults target more able pupils to access interventions and additional small group and individual support	Increased percentage achieving Deepening and Exceeding	This has been successful so we will continue to target more able pupils to ensure they access the provision needed	£8,000
EY small group interventions to support with CCLD, MD and fine motor skills	Pupils accurately targeted for additional support resulting in attainment above National and strong progress	Yes continue to target pupils for interventions	£4,000
Dough Disco	Pupils engaged in this intervention from Nursery to Yr2 and was differentiated for the learner's needs	Pupils fine motor skills improved. We will continue with this method as it had an impact and was enjoyed by the pupils.	£500
iii. Other approaches			

Desired outcome Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Bought in professional services provides advice to teachers, teaching assistants, parents and pupils supporting pupils progress	Quality support upskilling staff and providing professional advice to families	This role is integral to our school and we definitely will continue	£7,000
Learning Mentor continue to offer a range of support to Pupil Premium children and their family according to their identified needs	Our vulnerable pupils and families need this support. Relationships and trust is developed so they know that are being listened to and that things are better for them	Our community has welcomed the advice and support of this service both from the pupils' perspective and families. We could not manage without it. This has included food and hygiene parcels and summer clubs	£2,600
Resources purchased to enhance the learning	We have carefully targeted resources that have made a difference to an individual or group and made quality resources.	Yes it needs to be continued to targeted at needs	£2,500
Plan enriching experiences connected to the curriculum	It has been essential that our PPG pupils have shared the same experiences so they have been able to make strong progress	Yes these principles underpin the ethos of the school	£1,000
			£103,630

9. Additional detail

The following documents have supported the school with writing this PPG strategy:

- School self-evaluation
- School development plan
- Assessments
- School monitoring information
- External reports
- Finance reports
- Governor minutes
- Parental feedback

Use of the Pupil Premium Income in 2021/22

Pupil Premium is additional funding received by schools for each pupil from disadvantaged families or background. The funding brings in £1,345 (2021-2022) per pupil. It is allocated to schools, based on the number of children who come from low-income families – this is defined as any child who is known to have been eligible for free school meals at any point in the last six years. This is one of the current government's key education policies. It is based on findings that show that, as a group, children who have been eligible for free school meals at any point in time, have consistently lower educational attainment than those who have never been eligible.

It also includes children who have been looked after continuously for more than six months; and children where a parent serves in the armed forces.

The government compares our results against national averages, rather than against similar schools.

Schools have to decide how to use the money, in order to improve educational attainment of children from less privileged backgrounds. The pupil premium income makes a big difference to Cardinal Road pupils and it has the potential for a great impact on the attainment, and future life chances of pupils. This works especially where parents support their child through high attendance, good punctuality, encouraging a positive attitude and supporting homework.

Cardinal Road's aim is that **ALL** pupils make strong progress and succeed and that the school compares well with other schools across the country.

COVID-19 continued to present many challenges to our learning during throughout the year with attendance and staffing.