# Bidbury Infant School 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

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| Detail | Data |
| School name | Bidbury Infant School |
| Number of pupils in school | 177 |
| Proportion (%) of pupil premium eligible pupils | (36)  LAC 2  PLAC 1  21% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024  3 years |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by |  |
| Pupil premium lead | Caroline O’Halloran |
| Governor / Trustee lead |  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £47,075 |
| Recovery premium funding allocation this academic year | £5,220 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | **52,295** |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **Statement of Intent**  Children at Bidbury Infant school including all our disadvantaged pupils will be in receipt of high quality learning which is carefully planned and sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn and how children’s circumstances can affect their behaviour for learning.  Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, children will make strong progress in reading, writing and maths as well as the wider curriculum.  We acknowledge the direct link between our Pupil Premium children and those children with SEND needs. 7 of the children who are pupil premium are also SEND but all of our vulnerable children are receiving some extra educational support and teachers work very closely with SEND support and the Home School link worker to ensure a holistic approach to meeting their needs.  We understand that language limitations on entry negatively impacts the progress of our disadvantaged children. We want to enhance oral language skills, address growing SEMH concerns, increase basic literacy and numeracy skills, offer increased reading opportunities via reading books matched to phonics and reading for pleasure, and ensure children have access to pupil specific high quality adult support through targeted intervention programmes.  We will provide pastoral support for both pupils and parents. We will work with families to support school attendance so that all children are able to engage with the full learning experience at Bidbury Infant School. We will also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.  **Our Context**  Our Pupil Premium allocation for 19-20 was 17.5% of the children in our school and for 20-21/21-22 it currently stands at 21.5%. However, we have a vast number of children who are disadvantaged or delayed and fall just outside of the Pupil Premium support criteria.  As a school we organise to ensure all of these children receive the support they require. As such our Pupil Premium funding supports a much wider allocation from the schools normal budget and national SEND funding. Therefore, at Bidbury Infant School Pupil Premium is one part of a much larger programme and allocation of resources used to support children and their families at our school.  We allocate a significant amount of our resources to a range of intervention programmes to ensure all children make maximum progress at our school. These programmes include access to a Home School Link Worker, reading recovery Learning Support Assistants, and Emotional Literacy Support Assistant and other trained staff to support specific academic needs such as speech and language therapy, language development and maths skills.  We also employ an additional LSA in each year group (taking the number to three in each) to ensure that the interventions can be carried out each and every day and to support in class Literacy, numeracy and phonics sessions.  **Achieving our objectives**  In order to achieve our objectives and overcome identified barriers to learning we will:  Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching  Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 support where needed  Target funding to ensure that all pupils have access to trips, clubs and first hand learning experiences  Provide opportunities for all pupils to participate in enrichment activities including sport and music  Provide appropriate Thrive and ELSA support to enable pupils to access learning within and beyond the classroom.   1. ***This is not an exhaustive list and strategies will change and develop based on the needs of individuals.*** |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Delayed language on entry (much increased as a result of COVID and missed schooling/Pre-school for some) |
| 2 | Delayed PSED, social and emotional skills on entry (much increased as a result of COVID and missed schooling/Pre-school for some) |
| 3 | Our pupil premium children as a group are not making as rapid progress in their reading, writing and numeracy as non-pupil premium children |
| 4 | The attendance of our pupil premium children is a continuous challenge to maintain |
| 5 | Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational/SEMH and or behaviour needs |
| 6 | Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited |

## 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.

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| Intended outcome | Success criteria |
| 1- Pupil Premium children to achieve GLD at end of Year R in CLL | * 2 LSA’s in year R trained to implement the Early talk boost programme * 1:1 speech and language with trained LSA for children who are deemed to have a need * Target groups complete the early talk boost programme with trained Sp+L HLTA to improve speech and language in year R * Narrative intervention programme for targeted children * Collaborative work between PP and SEND lead to ensure that progress is being tracked in language acquisition from Yr R through to end of KS1 |
| 2-Pupil Premium children to achieve GLD in PSHE at the end of year R  Pupil Premium children to show the personal development, sense of self and growth mind set equivalent to their non PP peers | Implement a range of 1:1 and small group interventions   * Working in key worker groups with key adult – 15 chn per group to promote social interactions and bonds. * Friedship groups * Lego Therapy * Planned play – lunch time intervention to promote social and listening skills * Talk Boost/Early Talk Boost * Time for talk * ELSA (emotional support) * CPD for teachers and LSA’s in emotion coaching, attachment and trauma to improve our understanding of gaps that may be present in our pp children’s emotional development. |
| 3-Pupil Premium children to achieve GLD at end of year R in Literacy (read and writing)  3 - Pupil Premium children to meet expectations in reading, writing and numeracy by the end of KS1 | Implement a range of 1:1 and small group interventions   * Early Talk Boost * SALT therapy (shape coding, categories, language develop) * Narrative Therapy * PP children will develop a love of reading through daily DEAR time (drop everything and read) * Write Dance programme began in year R to improve gross motor skills and used in KS1 for targeted children * Dough disco used across the school for targeted children to improve fine motor control * Pen disco used across the school for all in year R and targeted children in KS1 * BRP (Better Reading Partnership) * SALT therapy (shape coding, categories, language develop) * Target groups continue to complete talk boost programme with trained Sp+L HLTA to improve speech and language in KS1 * Introduction of RWI phonics programme * PP children will develop a love of reading through daily DEAR time (drop everything and read) * They will engage in the termly reading game which involves the children and their families * They will be regularly heard read by an adult at home (completing logs from home to school) and an adult in school * New comprehensive literacy programme bought in – Read Write inc. to improve attainment of all children. * MyTY maths intervention * Variation/flexible groupings for numeracy |
| 4- For attendance of our PP children to continue be no lower than the attendance for non-PP children. For attendance to be ‘good’ compared to national attendance (96%). | * Attendance officer will promptly call families who have an absent child without reason * A ‘red flag’ list will be used by the pastoral team of children we know who have historic attendance concerns and family support workers will complete home visits for these children * Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the Head teacher * Often poor attendance is a symptom of some additional issue so for families that are struggling our HSLW runs a comprehensive **Family Links Programme** and the school organises with other schools in the cluster to ensure there is always a course running. * HSLW has a good relationship with our families and offers help and assistance and supports when needed * HSLW has a good relationship with the Junior school and that allows for close communication about shared families who may be struggling. * Breakfast club and after school club offered to struggling families at no cost to encourage a better start to the day and a more convenient start time for the families as well as ensuring that all children are getting breakfast. |
| 5- A strong professional dialogue will be kept open between all of the vulnerable group champions at Bidbury Infant School. | * Regular SLT meetings will involve the PP lead, SENCo and the HSLW aswell as a either the Head teacher or assistant. * Termly meetings will take place with the vulnerable group champions and the link governor * Lower attainment in language within our pp and SEND groups has been identified as a barrier to our children’s development. PP and SEND champion will work together to give whole school training on how this can be improved and children supported in the best way. * ATAS course – 18th month programme will be attended by PP lead also DT, SENCo, HSLW and Assistant head which will provide a consistent whole school approach to support our children who have attachment/Trauma difficulties |
| 6 - Increase of culture capital and experience.  Develop social skills and social communication.  Raise aspirations. | * A wide range of extra-curricular activities will be offered to tap into our children’s passions * Pupil premium children who chose not to join a club in the first term will be prioritised in the spring and summer terms * Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits * PP children are given priority when sports competitions are being held and will be offered to attend at least 3 competitions throughout the year |
| 6 – These children still feel happy and safe at school and engage with their learning. | * Pupil premium children will engage with the wider life at Bidbury infants School by joining our extra-curricular activities such as Havant sports partnership inter school competitions, choir, school council, lunch time buddies * Children’s attendance will remain high (linked to 1) because they are happy coming to school * Pupil voice surveys will report that PP children are happy and safe in school |

## 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: 21,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase a new reading (whole school) and phonics scheme and train up staff members to use this - RWI | Our children need more consistency in relation to their phonics experience at school. We know that phonics is the basis for reading and we want to ensure that our PP children are being given the best opportunities to progress in their reading. We believe this consistent scheme and approach to phonics teaching will benefit all children but especially our PP children whose literacy results are lower than their peers. | 3 |
| The teacher in charge of SEND and the PP champion will work together to identify any support staff/teachers who would benefit from further CPD e.g. in speech and language/EAL/behaviour management of vulnerable pupils. | Staff who feel skilled and confident leading an intervention will see better progress from the children.  We hope to see LSAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.  PP and SENCo champion and HSLW will complete training in attachment/trauma and emotion coaching which will help understanding of the barriers to learning that our vulnerable/PP children may face. | 5 |

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

Budgeted cost: 22,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Reading interventions will take place throughout the day by two trained LSA’s (BRP) | Higher attainment in reading indicates better life chances  Reading a wide variety of genres will support vocabulary acquisition | 3 |
| 1:1 pupil progress meetings with teachers and the headteacher & the assistant headteacher (academic) | Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children’s progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs. | All |
| Key worker groups run in Year R – small groups where curriculum is tailored to their needs/wants: PP children highlighted in these groups and discussed at weekly meetings (staff deployment) | New EYFS curriculum places more emphasis on a flexible, progress focused curriculum model which puts the unique child at the centre of any curriculum decisions – New educational goals developed by the Year R lead in consultation with year R team.  Children feeling safer and more secure in school, more willing to talk in their small key worker groups | 1,2,3 |

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

Budgeted cost: 10,000

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Exciting trips and visits will be planned to enhance the curriculum  Inviting outside individuals into school to share their experiences | Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn’t a factor for families, they almost always want their children to experience these | 4 |
| Lunch time choir started by Mrs Quehan (PP given priorities) | Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem | 4 |
| Promotion of the library as an exciting and fun place to read which the children can access throughout the day in consultation with their teachers. | Children who enjoy reading are motivated to read more frequently and make better progress | 2 & 4 |
| Engaging with families | Using emails/phone calls and face to face meetings to inform parents of their child’s success e.g. being made school councillor and celebrated in assemblies  HSLW visible on the gate in the morning/afternoon | 4+5 |
| The PP champion will improve the extra curricular opportunities available to our PP children through the creation of more after school clubs  The PP champion will make contact with local sports clubs to see what experiences may be available for our children | * Contact Havant rugby team to discuss collaborative work * Organise extra curricular club through Havant and South Downs college (PP given priority) * Organised Drama 4 all experiences for children * PP champion to take lead on restarting after school clubs * Lunch time choir (Mrs Quehan) | 6 |

**Total budgeted cost: 53,000**

# Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Analysing internal progress data from year group to year group has proved challenging this year due to being in lockdown Spring 2020.

**Progress of PP children across the curriculum during the 20/21 year**

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. School and Sports clubs, trips and visits as well as our year group mixing all had to stop during school closures. These extra curricular activities are invaluable to the holistic development of our PP children and as a school we noticed that without these experiences the children’s emotional health and readiness to learn was negatively impacted. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. During the initial school closures we had most of our PP in attendance unless there was mitigating circumstances for e.g. we had some pupils whose family were in the vulnerable categories. However during the subsequent school closures, we had all PP children in attendance which did help to support their progress in learning.

Although overall attendance in 2020/21 for PP children was maintained at a high level 97.04% versus 97.23% for non PP it continues to be a constant challenge area. It takes a lot of support to ensure that our vulnerable families feel valued and an integral part of the school community. To ensure that this high percentage of attendance is maintained this will continue to be a key priority for our strategy for the upcoming year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Below is a summary of attainment data for our PP children in the core areas of reading, writing and maths.

**Reading attainment data 20-21**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year R** | **Reading (on track)** | **Y1** | **Reading**  **(ARE +)** | **Reading (GD)** | **Y2** | **Reading (ARE +)** | **Reading (GD)** |
| **All** | 86% |  | 70% | 25% |  | 59% | 29% |
| **Boys** | 80% | 75% | 22% | 54% | 26% |
| **Girls** | 97% | 62% | 29% | 65% | 30% |
| ***Gender gap*** | *17%* | *13%* | *7%* | *9%* | *4%* |
| **Pupil Premium** | 71% | 57% | 21% | 33% | 20% |
| ***PP/Non PP gap*** | -15% | -13% | -4% | -26% | -9% |
| **SEN** | 25% | 40% | 20% | 20% | 10% |

**Writing attainment data**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year R | **Writing (on track)** | Y1 | **Writing (ARE+)** | **Writing (GD)** | Y2 | **Writing (ARE+)** | **Writing (GD)** |
| **All** | 86% |  | 65% | 18% |  | 57% | 24% |
| **Boys** | 80% | 67% | 11% | 49% | 20% |
| **Girls** | 97% | 63% | 29% | 70% | 30% |
| ***Gender gap*** | *17%* | *4%* | *18%* | *21%* | *10%* |
| **Pupil Premium** | 71% | 50% | 7% | 53% | 27% |
| ***PP/Non pp gap*** | -15% | -15% | -11% | -4% | +3% |
| **SEN** | 25% | 40% | 0% | 0% | 0% |

**Maths attainment data**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| yrR | **Maths (on track)** | Y1 | **Maths**  **(ARE +)** | **Maths (GD)** | Y2 | **Maths (ARE +)** | **Maths (GD)** |
| **All** | 88% |  | 72% | 22% |  | 61% | 33% |
| **Boys** | 83% | 78% | 19% | 60% | 31% |
| **Girls** | 97% | 63% | 25% | 65% | 35% |
| ***Gender gap*** | *17%* | *15%* | *6%* | *5%* | *4%* |
| **Pupil Premium** | 71% | 64% | 21% | 53% | 20% |
| ***PP/Non PP gap*** | -17% | -8% | -1% | -8% | -13% |
| **SEN** | 25% | 40% | 20% | 30% | 0% |

## Externally provided programmes

|  |  |
| --- | --- |
| Programme | Provider |
| Read Write Inc. | Ruth Miskin |
|  |  |

## Service pupil premium funding (optional)

|  |  |
| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | We received and this was pooled together with the total PP funding allocation |
| What was the impact of that spending on service pupil premium eligible pupils? | This pupil is on track to reach greater depth at the end of year 2 |

# Further information (optional)

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| --- |
| *Our curriculum and staffing structure is flexible in order to quickly and effectively adapt to what our children need. Our PP and other vulnerable groups are at the centre of all our curriculum planning, pupil progress, intervention work. We believe communication is key so we as a staff are always thinking and talking about ways we can improve our practice to assist our children reach their full potential.* |