

# Bidbury Infant School

## Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Bidbury Infant School
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	(36) LAC 3 PLAC 1 21%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-2024 3 years
Date this statement was published	November 2021
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Caroline O'Halloran
Governor / Trustee lead	

## Funding overview

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
<b>Total budget for this academic year</b>	<b>52,295</b>

## Part A: Pupil premium strategy plan

### 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. 10 of the children who are pupil premium are also SEND and of these 10 5 of these have SEMH as one of their primary needs. 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. Children who are deemed to be EAL are also a group that we are monitoring as this is a group that may not be in receipt of pupil premium but they need additional support to access the curriculum and to create those emotional bonds at school due to the language barriers with themselves and their parents.

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 specific intervention programmes to ensure all children make maximum progress at our school. These programmes include access to a Home School Link Worker, small group reading, Learning Support Assistants, and Emotional Literacy Support Assistant and other trained staff to support Emotional needs as well as specific academic needs such as speech and language therapy, language development and maths skills.

We also aim to employ where possible 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. Due to the changing needs of our children additional staff are often now being deployed as 1:1 support to ensure that these children have that safe person to help them to self-regulate and access the curriculum.

## 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.

***This is not an exhaustive list and strategies will change and develop based on the needs of individuals.***

## Statement of intent

## Challenges

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

Challenge	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.

Intended outcome	Success criteria	Impact 2021-2022
<p>1- Pupil Premium children to achieve GLD at end of Year R in CLL</p>	<ul style="list-style-type: none"> <li>• 2 LSA's in year R trained to implement the Early talk boost programme</li> <li>• 1:1 speech and language with trained LSA for children who are deemed to have a need</li> <li>• Target groups complete the early talk boost programme with trained Sp+L HLTA to improve speech and language in year R</li> <li>• Narrative intervention programme for targeted children</li> <li>• 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</li> </ul>	<p>Out of 9 PP children in year R 7 achieved GLD in CLL this year. This is the highest percentage to date for CLL in a Reception Cohort</p>
<p>2-Pupil Premium children to achieve GLD in PSED at the end of year R</p> <p>Pupil Premium children to show the personal development, sense of self and growth mind set equivalent to their non PP peers</p>	<p>Implement a range of 1:1 and small group interventions</p> <ul style="list-style-type: none"> <li>• Working in key worker groups with key adult – 15 chn per group to promote social interactions and bonds.</li> <li>• Friendship groups</li> <li>• Lego Therapy</li> <li>• Planned play – lunch time intervention to promote social and listening skills</li> <li>• Talk Boost/Early Talk Boost</li> <li>• Time for talk</li> <li>• ELSA (emotional support)</li> <li>• 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.</li> </ul>	<p>Out of 9 PP children in year R 9 achieved GLD in PSED at the end of year R which is the highest percentage to date in a reception cohort</p>

<p>3-Pupil Premium children to achieve GLD at end of year R in Literacy (read and writing)</p>	<p>Implement a range of 1:1 and small group interventions</p> <ul style="list-style-type: none"> <li>• Early Talk Boost</li> <li>• SALT therapy (shape coding, categories, language develop)</li> <li>• Narrative Therapy</li> <li>• PP children will develop a love of reading through daily DEAR time (drop everything and read)</li> <li>• Write Dance programme began in year R to improve gross motor skills and used in KS1 for targeted children</li> <li>• Dough disco used across the school for targeted children to improve fine motor control</li> <li>• Pen disco used across the school for all in year R and targeted children in KS1</li> <li>• BRP (Better Reading Partnership)</li> <li>• SALT therapy (shape coding, categories, language develop)</li> <li>• Target groups continue to complete talk boost programme with trained Sp+L HLTA to improve speech and language in KS1</li> <li>• Introduction of RWI phonics programme</li> <li>• PP children will develop a love of reading through daily DEAR time (drop everything and read)</li> <li>• They will engage in the termly reading game which involves the children and their families</li> <li>• They will be regularly heard read by an adult at home (completing logs from home to school) and an adult in school</li> <li>• New comprehensive literacy programme bought in – Read Write inc. to improve attainment of all children.</li> <li>• MyTY maths intervention</li> <li>• Variation/flexible groupings for numeracy</li> </ul>	<p>Out of 9 PP children 5 achieved GLD in literacy during this academic year.</p> <p>This is an improvement on the previous years although there is still room to increase this and new approaches are continued to be introduced in order to bridge this gap between PP and non PP.</p> <p>From the end of year 2 data PP children's attainment level is improving however there is still a significant gap between PP and non PP and there were no PP children with combined GD.</p> <p>This is an area of focus for the upcoming year.</p>
<p>3 - Pupil Premium children to meet expectations in reading, writing and numeracy by the end of KS1</p>		

<p>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%).</p>	<ul style="list-style-type: none"> <li>• Attendance officer will promptly call families who have an absent child without reason</li> <li>• 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</li> <li>• Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the Head teacher</li> <li>• Often poor attendance is a symptom of some additional issue so for families that are struggling our HSLW runs a comprehensive <b>Family Links Programme</b> and the school organises with other schools in the cluster to ensure there is always a course running.</li> <li>• HSLW has a good relationship with our families and offers help and assistance and supports when needed</li> <li>• HSLW has a good relationship with the Junior school and that allows for close communication about shared families who may be struggling.</li> <li>• 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.</li> </ul>	<p>Attendance for our PP in general remains very good.</p> <p>There are specific families who require significantly more support but our HSLW is working closely with these families and this is having a positive impact.</p> <p>Offering breakfast club and after school club to our more vulnerable families has helped to maintain high attendance levels</p>
<p>5- A strong professional dialogue will be kept open between all of the vulnerable group champions at Bidbury Infant School.</p>	<ul style="list-style-type: none"> <li>• Regular SLT meetings will involve the PP lead, SENCo and the HSLW aswell as a either the Head teacher or assistant.</li> <li>• Termly meetings will take place with the vulnerable group champions and the link governor</li> <li>• 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</li> </ul>	<p>There is a strong inclusion team working across the school to improve the outcomes for both PP and SEND pupils.</p> <p>The HSLW aswell as the SENCo and PP champion meet regularly to discuss new initiatives to help support our children.</p> <p>We are also involved in the Attachment and Trauma training run by virtual schools</p>



	<p>work together to give whole school training on how this can be improved and children supported in the best way.</p> <ul style="list-style-type: none"> <li>• ATAS course – 18<sup>th</sup> 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</li> </ul>	<p>which is having a very positive impact on the attitude of staff towards our more vulnerable children.</p>
<p>6 - Increase of culture capital and experience. Develop social skills and social communication. Raise aspirations.</p>	<ul style="list-style-type: none"> <li>• A wide range of extra-curricular activities will be offered to tap into our children's passions</li> <li>• Pupil premium children who chose not to join a club in the first term will be prioritised in the spring and summer terms</li> <li>• Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits</li> <li>• PP children are given priority when sports competitions are being held and will be offered to attend at least 3 competitions throughout the year</li> </ul>	<p>Clubs have now been widely available for 6 months. PP children are given an opportunity to attend these clubs free of charge and this having a positive impact on children's relationships and children's understanding on the importance of fitness and activity on their physical and mental well-being.</p>
<p>6 – These children still feel happy and safe at school and engage with their learning.</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Children's attendance will remain high (linked to 1) because they are happy coming to school</li> <li>• Pupil voice surveys will report that PP children are happy and safe in school</li> </ul>	<p>PP children have been selected as school governors and this is another way to improve their cultural capital and confidence</p> <p>PP children have signed up for JQ's lunch time choir</p> <p>PP children have been selected as playground pals to support our lunch time leaders.</p>

## 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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase new reading support books to allow for in class reading based on the children's phonic levels.	Our RWI phonic scheme is now established and the children continue to make accelerated progress however a gap has been identified to show that the children need more time to read at their level in their class to their class teacher so their fluency and confidence will continue to increase.	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.	<p>Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>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.</p> <p>PP and SENCo champion and HSLW will complete their ATAS training this year and have begun to roll this out to the rest of the staff through inset days and twilight training sessions.</p>	5

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

Budgeted cost: 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional guided reading session will be undertaken by each year group to support the teaching of RWI	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

Activity	Evidence that supports this approach	Challenge number
Exciting trips and visits will be planned to enhance the curriculum Inviting outside individuals into school	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 continued 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 Setting up community support coffee mornings for ATAS group to share learning with parents in an informal way.	4+5
The PP champion will improve the 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	<ul style="list-style-type: none"> <li>• Drama 4 all experiences for children</li> <li>• PP champion to take lead on restarting after school clubs</li> <li>• Lunch time choir (Mrs Quehan)</li> <li>• Skipping workshop</li> <li>• Sports for all –Luke Delahunty</li> <li>• School clubs</li> <li>• Athlete visit in 2023</li> <li>• Morning active ants club run by trained PE coach/HLTA offered to PP children</li> </ul>	6

**Total budgeted cost: 53,000**

## **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2021 - 2022 academic year.

### **Progress of PP children across the curriculum during the 21/22 year**

Our internal assessments during 2021-2022 suggested that the performance of disadvantaged pupils was higher than the previous year in key areas of the curriculum.

Although this is a positive there is still a gap to close for our disadvantaged children especially in relation to the achievement of greater depth at the end of KS1.

The improvement of our extra-curricular experience for our disadvantaged pupils (first refusal for clubs free of charge) and the change to our approach in regards to support for these children has led to improved outcomes.

Although overall attendance in 2021-2022 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. We as a school are now funding breakfast club and after school club for many of our pupil premium children in order to maintain their attendance at school.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be significantly impacted last year and again this year, primarily due to on-going COVID-19-related issues and in a lot of cases the well-being and mental health of their families at home. 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 provided a wide range of extra-curricular activities to support our children and their families. We also funded CPD for staff on how to help support children with SEMH, speech and language and home issues that they may have to deal with on a day to day basis. See below for breakdown of attainment

## Externally provided programmes

Programme	Provider
Read Write Inc.	Ruth Miskin
Early Talk boost	Early Intervention Foundation

## 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 achieved greater depth at the end of year 2

## Further information (optional)

*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.*