

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	180
Proportion (%) of pupil premium eligible pupils	33 Of which: LAC 0 PLAC 3 Service 2 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 2023
Statement authorised by	Julia Quehan
Pupil premium lead	Julia Quehan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,740.00
Recovery premium funding allocation this academic year	£4096.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£44,836.00

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	Impact 2022-2023
<p>1- Pupil Premium children to achieve GLD at end of Year R in CLL</p>	<ul style="list-style-type: none"> • 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 	<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>Out of 7 PP children in year R this year 5 achieved GLD in CLL. This is consistent from last years percentage and indicates that our focus on developing language through</p> <ul style="list-style-type: none"> • Environment • Play opportunities • Early Talk Boost • Speech and Language <p>These interventions are continuing to have an impact.</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"> • Working in key worker groups with key adult – 15 chn per group to promote social interactions and bonds. • Friendship 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. 	<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>Out of 7 PP children in year R 5 children achieved GLD in PSED at the end of year R. The two children who didn't achieve this was because of specific SEND and health needs.</p> <p>Our continued early intervention in these prime areas is having an impact on our more vulnerable cohorts ability to access our curriculum due to the supports that are put in place.</p>

<p>3-Pupil Premium children to achieve GLD at end of year R in Literacy (read and writing)</p> <p>3 - Pupil Premium children to meet expectations in reading, writing and numeracy by the end of KS1</p>	<p>Implement a range of 1:1 and small group interventions</p> <ul style="list-style-type: none"> • 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. • Variation/flexible groupings for numeracy 	<p>Out of 9 PP children 5 achieved GLD in literacy during this academic year. 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. This is an area of focus for the upcoming year.</p>	<p>Out of 7 PP children 3 achieved GLD in all areas of literacy this academic year. This is consistent with last year's results.</p> <p>The children made very good progress in phonics/functional reading and oral sentence structure. The area of need continues to be writing. Handwriting and letter formation was much improved this year due to interventions such as dough disco. Sentence structure is our focus for the next academic year.</p> <p>Out of 13 PP children in year 2 7 achieved expected across the board leaving year 2. This is a significant improvement on the previous year which saw no PP children achieve expected. This was the first cohort of children coming from year R when significant changes would have been made</p> <ul style="list-style-type: none"> • More focus on inclusive teaching (cont. KS1) • More focus on mental and physical health and well being
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			<ul style="list-style-type: none"> • SEMH support and Emotion Coaching approach to behaviour support <p>This change in results shows the impact on focusing your curriculum and pedagogy on your disadvantaged cohort.</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"> • 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 	<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>Attendance for our vulnerable/PP cohort remains good and on par with non PP fluctuates around 95%</p> <p>In circumstances where attendance is a concern we put supports around the family quickly. We base our approach on support and an empathetic relationship with families. We work closely with the attendance team as well as any other outside agencies who may be of help to our more vulnerable families.</p> <p>Offering clubs as well as breakfast and after school club has helped to maintain high levels of attendance.</p>

	<ul style="list-style-type: none"> • 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. 		
<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"> • 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 	<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 which is having a very positive impact on the attitude of staff towards our more vulnerable children.</p>	<p>HSLW, PP champion, SENCO and SLT completed the Hampshire ATAS course over a two year period and are now registered as an Attachment and Trauma informed school.</p> <p>A new classroom has been set up for our more vulnerable children called Treasure Island. This classroom was created and overseen by the pastoral team. It is staffed by 3 specialists in different areas such as ASD, Nurture programme and language support.</p>
<p>6 - Increase of culture capital and experience. Develop social skills and social communication. Raise aspirations.</p>	<ul style="list-style-type: none"> • 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 	<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</p>	<p>Clubs were again very successful last year. PP children were given a place on these clubs covered by the schools budget. The feedback from carers was</p>

	<p>prioritised in the spring and summer terms</p> <ul style="list-style-type: none"> • 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 	<p>and children's understanding on the importance of fitness and activity on their physical and mental well-being.</p>	<p>positive and the children show real enjoyment in the new experiences.</p>
<p>7 – These children still feel happy and safe at school and engage with their learning.</p>	<ul style="list-style-type: none"> • 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 	<p>PP children have been selected as school governors and this is another way to improve their cultural capital and confidence PP children have signed up for JQ's lunch time choir PP children have been selected as playground pals to support our lunch time leaders.</p>	<p>PP/vulnerable children have a high profile in our school. The awareness of all adults of these children is increasing due to their higher visibility in planning/team meetings. Our inclusive approach to the curriculum means that these children are making more progress and in turn are feeling more successful and enjoying school more</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 resources/equipment for our new alternative provision classroom – Treasure Island	Our more vulnerable children are getting a bespoke curriculum in this additional classroom. This gives them to skills and ability to return to their peers and access their curriculum.	3
Provide specific training for the staff in our alternative provision classroom	Our more vulnerable children need very specific and individualised learning programmes. The staff trying to meet these needs require specific training so that they can feel supported and in control of situations they may have to deal with	5,7
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.	5

	Through CPD on Nurture Approach, Emotion Coaching, Power seeking, Social Communication we hope to empower staff to deal with situations and our little people in a more individualised way, supporting the need rather than addressing just the behaviour.	
Increase the visibility of all PP children in our school and highlight their area of need through staff and team meetings	Through highlighting the individual needs of each PP child within your class you ensure accountability of progress and reduce the gaps that might occur. Some PP children can feel unheard and can blend in to the background of a class. We want to ensure through our focus on their individual needs that this will not happen.	

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	New EYFS curriculum places more emphasis on a flexible, progress focused curriculum model which puts the unique child at the centre of any	1,2,3

children highlighted in these groups and discussed at weekly meetings (staff deployment)	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	
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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	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 Continuing the community support coffee mornings. These will be very specific to needs in our community and will be based on feedback from families. Some will be run by us and some will be given by outside agencies	4+5
The PP champion will improve the opportunities available to our PP children through the creation of more after school clubs	<ul style="list-style-type: none"> • Drama 4 all experiences for children • PP champion to take lead on restarting after school clubs • Skipping workshop • School clubs 	6

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">• Athlete visit in 2023• Morning active ants club run by trained PE coach/HLTA offered to PP children• Outside agencies will offer PP for all their clubs.	
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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 22/23 year

Our internal assessments during 2022-2023 suggested that the performance of disadvantaged pupils continues to increase from year to year.

This academic year our PP children at the end of KS1 achieved significantly better than in the previous year. This shows the impact that our strategies outlined above are having on our school community.

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 2022-2023 for PP children was maintained at a high level comparable to non PP. 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 continue to indicate that pupil behaviour, wellbeing and mental health of children and their families remains our highest area of need. These issues are more prevalent in the case of our more vulnerable families. There still remains a significant impact from Covid, especially in relation to child development and the communication and interaction of children entering their reception year. 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. For the upcoming year we have a significant increase in the number of PP in year R which is an indication of the cost of living crises. We therefore need to ensure that the curriculum is inclusive and these children's profile is highlighted throughout the year.

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?	Service pupils in year R and KS1 achieved GLD and expected progress.

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.