

# West Bridgford Infant School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

Detail	Data
School name	West Bridgford Infant School
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers <b>(As we are an infant school, most of the children eligible will not be with us for 3 more years. This is a two-year plan but it adapted annually to reflect the changing needs of the children/cohort. It is also important with small numbers to protect the identity of eligible children.)</b>	2022/23
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Fiona Stevens (HT)
Pupil premium lead	Fiona Stevens (HT)
Governor lead	Liz Plant Vulnerable Children Link Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,695
Recovery premium funding allocation this academic year (Min. amount)	£2,000
School Based Tutoring Grant	£972.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£12,667</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At West Bridgford Infant School, all members of staff and governors accept responsibility for **all children** to make good progress and achieve expected levels of attainment. Our pupil premium strategy is focused on supporting disadvantaged children to achieve that goal, including progress for those who are already high attaining. We are committed to meeting the pastoral, social and academic needs of disadvantaged children. In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will consider the challenges faced by any child we assess as being vulnerable. (This will include, for example, children who have a social worker, facing significant family difficulty, young carers etc.).

PPG is allocated following an analysis of pupil data and other background information to identify individuals or vulnerable groups who would benefit from additional support.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

High-quality teaching is central to our approach, with the key focus being on the areas in which our children require the most support. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through for the children whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be continually reviewed in response to the challenges and individual needs of our children, based on robust ongoing diagnostic assessment, not assumptions about the impact of disadvantage.

To ensure this is effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- act early to intervene at the point need is identified
- ensure that teaching and learning opportunities meet the specific needs our children
- address social, pastoral as well as academic needs of children who are socially disadvantaged
- support children who do not have additional/complex SEND needs to meet 'expected level' at the end of each Key Stage

- support children who have additional/complex SEND needs to meet their personal targets
- facilitate children's access to extra-curricular & enrichment activities

## Challenges

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

**Please note that due to the small number of children in this cohort limited information is shared publicly here to avoid identifying individual vulnerable children.**

Challenge number	Detail of challenge
	Although funded for 7 FSM children we also have 1 service child and 1 post LAC child. 3 children are in Reception, 5 in Year One and 1 in Year Two. The child in Year Two has only recently joined our school.
1	Assessments indicate our disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Assessments indicate our disadvantaged children generally have greater difficulties with key learning skills such as working memory & executive functioning.
3	4 of the 9 children require support to catch up in reading.
4	4 of the 9 children require support to catch up in writing.
5	Ongoing pastoral support, emotional health or family support needs are high in this group of children.

## 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
Improve attainment in Prime Learning Goals for children in Reception	Children in Reception will have achieved individual targets and expected level in Prime Learning Goals
Improve attainment in Specific Learning Goals of Literacy & Maths for children in Reception	Children in Reception will have achieved individual targets and expected level in Specific Learning Goals of Literacy & Maths
Improved phonics attainment for our disadvantaged children.	All children will achieve the expected standard in phonics by the end of KS1

Improved reading attainment among disadvantaged children.	Most children with no SEND will achieve EXS in reading by the end of KS1
Improved attainment in writing among disadvantaged children.	Most children with no SEND will achieve the EXS in Maths by the end of KS1.
Improved maths attainment for disadvantaged pupils at the end of KS1.	Most children with no SEND will achieve the EXS in Maths by the end of KS1.
To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing evidenced through:</p> <ul style="list-style-type: none"> <li>• Good attendance</li> <li>• Parental engagement</li> <li>• Reduction in need for referrals to external support agencies.</li> <li>• Feedback from external support agencies on discharge</li> <li>• Outcomes of interventions</li> <li>• Feedback from pupil voice, child and parent surveys and teacher observations</li> <li>• Continued participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

## 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.

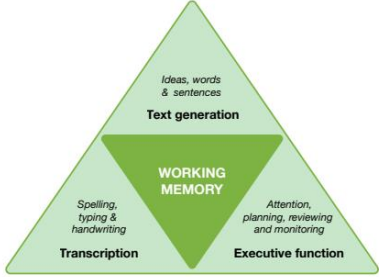
### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: *(To come from school budget as insufficient PPG)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Revisit staff understanding of metacognition and ensure staff in early years apply their understanding of how young children learn; the importance of supporting children's memory, organisation, executive functioning, self-regulation, independence, stamina and curiosity.	EEF research on importance of working memory and executive functioning/self-regulation and impact on children's ability to develop key academic skills.	1,2,3,& 4
Further refine approaches to supporting children's knowledge retention with a particular focus on the development of key vocabulary.	Key in understanding of how learning develops. Importance of sequenced learning to develop schema/build on prior knowledge.	1,2,3,& 4
Further refine the use of precision questioning to challenge thinking, deepen children's understanding, more accurately assess understanding & identify misconceptions.	Importance of diagnostic assessment in identifying children's understanding/misconceptions. (EEF toolkit)	1,2,3,& 4
Further refine the use of focused feedback to celebrate achievements, identify improvements and set improvement tasks where appropriate.	Effective use of feedback to address misconceptions and focus on the specific developmental needs of the child. (EEF toolkit shows high impact)	1,2,3,& 4
Effective implementation of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure strong phonics teaching for all children.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics   Toolkit Strand   Education Endowment Foundation   EEF	1, 3 & 4

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

Budgeted cost: £ 24,927 (£12,667 funding plus funding from school budget to cover cost)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group/1:1 pre learning & catch up.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>One to one tuition-EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition - Toolkit Strand   Education Endowment Foundation   EEF</p>	2
Switch on Reading intervention	EEF recognised	3
Regular small group & 1:1 phonics catch up interventions	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	1
Small group tuition with Teacher & TA in writing – text generation & transcription/fine motor skills as per individual targets	 <p>EEF simple view of writing</p>	4
School led tutoring 1:1 or small group	Recommended model for catch up.	3 & 4

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

Budgeted cost: £ 0 (From existing Budget/provision)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to work closely with MHST to provide training for staff in emotional health & wellbeing & to make referrals for support for child/parents/carers as appropriate	We are a trailblazer school and have worked with DfE on establishing whole school approaches to Mental Health and partnership with MHST. Recognised by DfE as good practice.	5

**Total budgeted cost:** £12,667 funding (plus funding from school budget to cover full staff costs for tuition and CPD Est £14,000. Estimated total £26,667)

## Part B: Review of outcomes in the previous academic year

- All children in KS1 made at least expected progress from their starting points
- In KS1 2 of the 6 PP children had SEND

Children were assessed at the end of KS1 by administering standardised SATs papers. In addition, reading benchmarking was used and the phonics screening check as appropriate.

Intended outcome	Success criteria (N.B. because of small numbers % are not a reliable measure.)	
Improved phonics attainment for our disadvantaged children.	All children will achieve the expected standard in phonics by the end of KS1	Achieved
Improved reading attainment among disadvantaged children.	KS1 reading outcomes in 2021/22 show that at least 80% of disadvantaged pupils with no SEND met the expected standard.	3 out of 4 children achieved EXS. 2 children achieved GDS including 1 child with SEND
Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes in 2021/22 show that at least 80% of disadvantaged pupils with no SEND met the expected standard.	2 out of 4 achieved. 1 child achieved GDS. The 2 children who did not achieve this were within a few points of achieving EXS in end of year assessments.
To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing evidenced through:</p> <ul style="list-style-type: none"> <li>• Reduction in need for referrals to external support agencies.</li> <li>• Feedback from external support agencies on discharge</li> <li>• Outcomes of interventions</li> <li>• Feedback from pupil voice, child and parent surveys and teacher observations</li> <li>• Continued participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>	<p>Children participated in after school Lego club, learned recorder, participated in holiday activities.</p> <p>2 children/families were supported by MHST practitioners to manage anxiety as part of our trailblazer work.</p> <p>All children had good attendance.</p>