

# West Bridgford 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

Detail	Data
School name	West Bridgford Infant School
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers <b>(As all but one child will leave our school in July 2022 a 3 year plan is inappropriate this year.)</b>	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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	£8,070
Recovery premium funding allocation this academic year	£2,000
School Based Tutoring Grant	£1,012.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£11,082.50

# 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. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

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
1	Assessments indicate our disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	3 of our disadvantaged children are from families where English is not their home language. This impacts on their language development and in turn their reading and writing.
3	Two children have SEND, one has health issues which impact on their cognition and/or social development. <b>(This is addressed through SEND support as opposed to PPG)</b>
4	In our current cohort, assessments indicate that 70% (5) of our disadvantaged children are not meeting ARE in maths.
5	Ongoing pastoral support, emotional health or family support needs are high in this group of children.
6	Early language acquisition delayed for new children starting school

## 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
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.	KS1 reading outcomes in 2021/22 show that at least 80% of disadvantaged pupils with no SEND met the expected standard.

<p>Improved maths attainment for disadvantaged pupils at the end of KS1.</p>	<p>KS1 maths outcomes in 2021/22 show that at least 80% of disadvantaged pupils with no SEND met the expected standard.</p>
<p>To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged pupils.</p>	<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>

## 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: £ 3550 (*To come from school budget as insufficient PPG*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff release cover for training to use and deliver Nuffield Early Language Intervention (NELI)	DfE approved language intervention. This will benefit children in addition to those eligible for PPG.	2
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all children. (This will be to address longer term impact for PP children in the future.)	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 This will benefit all children.	1 & 2

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

Budgeted cost: £ 11,864

Activity	Evidence that supports this approach	Challenge number(s) addressed
Switch on Reading Intervention 1:1	Proven intervention. 1:1 has impact (see EEF)	1 & 2
Regular small group & 1:1 phonics catch up interventions	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	1 & 2

Small group maths pre learning & catch up.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition-EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition - Toolkit Strand   -Education Endowment Foundation   EEF	4
School led tutoring 1:1 maths tuition	Recommended model for catch up.	4

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

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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Continue to support children through ELSA</i>	Evidence informed national programme.	5
<i>Continue to work closely with MHST to provide training for staff in emotional health &amp; wellbeing &amp; to make referrals for support for child/parents/carers as appropriate</i>	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: £ 15, 414 (This exceeds PPG & Recovery Grant by £4331.50 which will come from existing budget.)**

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

- All children in KS1 made at least expected progress from their starting points
- 80% of children (all but one as only 6 children) achieved EXS or above in reading
- 80% of children (all but one as only 6 children) achieved EXS or above in writing
- 80% of children (all but one as only 6 children) achieved EXS or above in maths

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