

Pupil premium strategy statement – Busbridge Infant School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-24 2024-25 2025-26
Date this statement was published	1.12.2023
Date on which it will be reviewed	31.11.2024
Statement authorised by	Darren Heatley
Pupil premium lead	Darren Heatley
Governor / Trustee lead	Anna Dawkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,685
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£10, 685

Part A: Pupil premium strategy plan

Statement of intent

- At Busbridge Infant School, **all** pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.
- In light of the school's vision; '**the continual pursuit of excellence**' and through the school's values of Respect, Resilience, Creativity and Collaboration, we aim to encourage, inspire and motivate all of our pupil premium pupils to develop a lifelong love of learning. We aim to enable all children to access our broad and balanced curriculum and enrichment opportunities to maximise their cultural capital.
- The focus of our pupil premium strategy is **to support disadvantaged pupils to achieve** that goal, including progress for those who are already high attainers.
- **High-quality teaching** is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- 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 approach will be responsive to common challenges and individual needs, **rooted in robust diagnostic assessment**, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.
- We ensure **interventions and support are targeted** to improve children's progress.
- To ensure these strategies are effective we:
 - ensure **disadvantaged pupils are challenged** in the work that they're set
 - **act early to intervene** at the point need is identified
 - adopt a whole school approach in which **all staff take responsibility for disadvantaged pupils' outcomes** and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Year 2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and progress is not in line with their peers.

3	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with applying phonics when writing.
4	Assessments, observations and discussions suggest that there are limited opportunities for targeted children to enjoy out of school social clubs and events which may affect attendance and self confidence

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 oral language skills and vocabulary among disadvantaged pupils in social situations e.g. take turns, wait to speak, be happy for our friends when winning or losing a game etc. Use S&L sessions and ELSA as required	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, conversations with children, book scrutiny and ongoing formative assessment.
Improve reading attainment among disadvantaged pupils. Use their increasing phonics knowledge to segment and blend words when reading	KS1 reading outcomes in 2022/2023 show that 100% of disadvantaged pupils met the expected standard.
Improve writing attainment for identified children. Use their increasing phonics knowledge to code words when spelling and writing.	KS1 writing outcomes in 2022/2023 show that 100% of disadvantaged pupils met the expected standard.
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Adults modelling and children responding to the Zones of Regulation. Observations show children are using different strategies such as the three/five-point scale and breathing technique. Woodland School opportunities.
Increased opportunities for children to engage in extra-curricular social activities	100% of children attend at least 1 club opportunity.

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD to understand revised Little Wandle training for Keep Up & Catch Up sessions	Little Wandle video Bespoke CPD session available to staff	2, 3
Key staff to attend training to deliver speech sound screening assessments	Speech & Language training Colourful Semantics	1

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

Budgeted cost: £5, 185

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language intervention delivered by specialist TAs	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	1,2
Additional daily reading	Reading practice sessions with an adult	2
Targeted writing using wide vocabulary linked to planning	Scaffolded support using Colourful Semantics	3
ELSA sessions to support identified pupils Structured conversations with parents re support for susceptible children	Evidence suggests that social and emotional learning has a positive impact on academic outcomes and that being able to effectively manage emotions is beneficial to children. Children's attendance will improve with home/school link	4

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parents aware of enrichment clubs	Children to attend at least 1 enrichment club or wrap around care sessions	4

Total budgeted cost: £ 10,685

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *100% of identified Pupil Premium children in Year 2 met Age Related expectations for Reading, Writing and Maths.*
 - *Information from summative and formative assessments the school has undertaken identified that the support the children received enabled progress for all*
 - *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*
 - *Attendance data for all the identified children was monitored with the Inclusion officer through termly meetings and remained above 93% and where necessary individual conversation were has with some families*
 - *Information from summative and formative assessments the school has undertaken identified that the support the children received enabled progress for all*
 - *Monitoring and observations of staff show that they are confident to deliver Little Wandle sessions including Keep Up & Catch Up Sessions*
 - *Additional support was identified through an Annual Review to enable more progress to achieve end of year attainment*
 - *The nurture activities such as Woodland School showed that the children enjoyed school more as they learnt new strategies to enable them to take risks in their learning and improve their friendships (pupil voice, academic progress, adult observation and logs)*
- All children were able to access clubs and trips. This is to continue next year.*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well. If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.