

# 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	159
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2022-23 2023-24 2024-25
Date this statement was published	1.12.2022
Date on which it will be reviewed	31.11.2023
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	£11,000
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
<b>Total budget for this academic year</b> <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>	£13,000

# Part A: Pupil premium strategy plan

## Statement of intent

- We aim to encourage, inspire and motivate all of our pupil premium pupils to develop a lifelong love of learning and 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.
- 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.
- 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.
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 identified children often need support with regulating emotions through nurture time.
5	School attendance can impact on children's learning

## 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 oral language skills and vocabulary among disadvantaged pupils.	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.
Improved reading attainment among disadvantaged pupils.	100% of disadvantaged pupils will meet the expected standard in KS1 for Reading
Improved writing attainment for identified children.	100% of disadvantaged pupils will meet the expected standard in KS1 for Writing
Opportunities for children to engage in Woodland School and opportunities for regulate emotions through ELSA	100% of identified children will experience Woodland School & explicit time through nurture activities with ELSA
Ensure school attendance remains a priority for all children	School attendance is above National and remains in line with school's target

## 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: £5,500

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 training	1
Key staff to deliver Woodland Sessions	Key adults familiar with planning and expectations for running Woodland sessions	1, 4

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

Budgeted cost: £6,500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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 named adults	2
Targeted writing using wide vocabulary linked to planning	Scaffolded support using Colourful Semantics	3

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

Budgeted cost: £1,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Liaison between HSLW & parents	Meeting with identified families re strategies to support children coming to school and improving school attendance	5
Woodland sessions	Change of environment for children to experience and apply skills and so improve their social interactions with peers	4

**Total budgeted cost: £ 13,000**

## 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:*

- Introduction of a validated Phonics scheme, Little Wandle, has had a positive impact on the teaching of phonics for all children*
- Monitoring and observations of staff show that they are confident to deliver Little Wandle sessions including Keep Up & Catch Up Sessions to those identified as children in receipt of Pupil Premium as well as being identified through the programme*
- Information from summative and formative assessments the school has undertaken identified that the support the children received for phonics and reading enabled them to make expected progress, however with one exception this was not the case and additional intervention was necessary*
- 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)*
- Introduction of ELSA had a positive impact on children's wellbeing (recognised through pupil questionnaires)*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
N/A	