

Buttsbury 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	Buttsbury Infant School
Number of pupils in school	364
Proportion (%) of pupil premium eligible pupils	4% (12 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023, 2023 – 2024, 2024 - 2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Ann Robinson, Executive Headteacher
Pupil premium lead	Sarah Harris, Deputy Headteacher
Governor / Trustee lead	Pippa Branch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,874
Recovery premium funding allocation this academic year	£2,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,580
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£28,484

Part A: Pupil premium strategy plan

Statement of intent

At Buttsbury Infant School we have high expectations of all children, irrespective of their background or the challenges that they face, and we expect all children to make at least good progress and achieve at least age-related expectations across all areas of the curriculum. Our Pupil Premium strategy is designed to support all disadvantaged children within our school to achieve this goal.

As a school, we rigorously monitor all children to understand the challenges that they face and how their situations could make them vulnerable and impact on their learning. When monitoring the children at Buttsbury Infant School we take into consideration (but not limited to) assessment data, staff observations, pupil perceptions, attendance and contextual and pastoral information. The result of these activities therefore identifies the children who require support, and not just those children who qualify as pupil premium including children whose attendance is affected due to medical needs.

An ambitious, broad and balanced curriculum for all is at the heart of our approach. We believe that this results in high standards in both progress and attainment for all children and is the main contributor for closing the gap between our disadvantaged and non-disadvantaged children. We do recognise that high quality teaching alone may not be enough to close this gap so additional support is planned for including curriculum interventions and pastoral support.

The key principles of our strategy include:

- High expectations for all children, without bias
- Regular and rigorous analysis of all children's needs
- Diagnostic identification of challenges that children face
- Act early in response to identification of need
- Adopt a whole school approach of shared responsibility for disadvantaged children

Challenges

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

Challenge number	Detail of challenge
1	<p>Observations have identified social and emotional issues for a high proportion of our disadvantaged children including anxiety, self-esteem, confidence, attachment and resilience. These challenges have been heightened as a result of COVID-19 school closures which resulted in reduced peer engagement and enrichment opportunities.</p> <p>This has resulted in an increased number of children seeking reassurance in their learning, less independence, increased reliance on staff and peers to access tasks and decreased levels of active engagement within lessons.</p>
2	The children in EYFS have missed significant periods of their pre-school experience and families have missed out on early support networks and connections through pre-school. Opportunities for children to experience rich language modelled by adults and social communication with peers has also been missed.
3	Experiences and Cultural Capital that would have been gained through extra-curricular opportunities, visits and trips have been missed for many children.
4	Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Pupils starting school in September with lower baseline than their peers and needing additional support to make the expected progress and reach attainment in line with their peers. Gaps need addressing in reading, writing and maths.

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
To ensure that for KS1 pupils, attainment of at least the expected standard is achieved in all subject areas, with a key focus on core subjects.	<p>Children will be identified and supported through interventions where appropriate.</p> <p>Children will achieve age related expectations in reading, writing and</p>

	maths.
To ensure that EYFS development is in line with National figures for other pupils at the end of each academic year.	Children will be supported to achieve GLD in the Early Years Foundation Stage.
Improved attainment in the Year One phonics check.	Children will be tracked against base lines at regular points and interventions put in place to support progress.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • The overall school attendance target of 97.7% being achieved
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities among disadvantaged pupils, with each child attending at least one activity
To ascertain the 'gaps' created by the Covid restrictions and support children where it is most needed.	Children will be supported through interventions and resources to 'close the gap'
To provide experiences for disadvantaged pupils so that they have the same opportunities and access as their peers.	Children will have opportunities to access clubs and extra-curricular activities.
To provide emotional support to groups of children and their families who have had difficulties as a result of Covid.	Children will be supported with their emotional development using the 'Zones of Regulation' and Counselling.

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: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop whole school social and emotional learning (SEL) through enriching the curriculum by offering different workshops such as First Aid and Kung Fu. Whole school Well-being Week to be incorporated into the curriculum.	The Improving Social and Emotional Learning in Primary Schools publication outlines that the development of these behaviours has a profound impact on outcomes at school and in later life. https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1,2, 3

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

Budgeted cost: £17,054

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost Intervention Weekly phonics/reading Booster Groups for Year One and Year Two Gym Trail, Talk Boost, Fine Motor/handwriting, Maths, Lego Club	Evidence from EEF shows that Targeted Teaching Assistant Interventions on average make four months additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 4, 5

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

Budgeted cost: £7,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing High Quality text for children in all Year Groups	Importance of reading with young children, supporting progress with reading and phonics. Immersing children in quality, rich and diverse texts to develop a love of reading.	2, 5
School trips and events	Increases opportunities outside the classroom and supports Cultural Capital for all children.	1, 3,
Extended School Support entitles all disadvantaged children to one paid club per half term and free school visits. This ensures that disadvantaged children have equal opportunities to their peers in accessing learning and enrichment beyond the curriculum.	<p>An EEF report recognises the positive benefits of physical activity on health, wellbeing and physical development but it also highlights the positive impact that it can have on academic attainment particularly in Literacy and Mathematics. Academic attainment may improve by an additional month.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>A report (Extra Curricular Inequality) from the Sutton Trust includes data from The Office of National Statistics that top earners are almost four times more likely than bottom earners to have paid for out of school enrichment classes therefore reinforcing to us the importance of providing equal opportunities for children in school.</p> <p>https://www.suttontrust.com/wp-content/uploads/2020/01/Extracurricu</p>	1, 2, 3, 4, 5

	lar-inequality-1.pdf	
Equipment – support is offered to disadvantaged families for the purchasing of equipment and uniform which may create a barrier to learning. This ensures that disadvantaged children have full and equal access to the curriculum and are not excluded from activities.	A report from the Sutton Trust advises that schools should be well resourced and use allocated funding to support families with the 'hidden costs' that may impact their education. https://www.suttontrust.com/our-research/parent-power-2018-schools/	1, 5
Counselling is offered to children who are struggling with social and emotional needs.	Parents and children have reported that the sessions have helped children to explore and express their feelings and understand their emotions.	1

Total budgeted cost: £ 28,484

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

2021 to 2022

Additional intervention groups – Gym Trail, Handwriting Club and Lego Club – have run this year with a focus on developing pupils' social, gross and fine motor skills.

A number of families who qualify for the PPG grant have taken up the offer of support with funding to attend trips and afterschool clubs. This has resulted in disadvantaged children accessing the same opportunities as their peers and contributing to developing their cultural capital. Utilising this fund has also had a positive impact on pupils' self-esteem, resilience and independence which contributes towards developing positive learning behaviours and ultimately positive learning outcomes.

Children receiving Pupil Premium funding were encouraged to attend school during the National Lockdown.

Regular phone calls were made during the National Lockdown to check on the well-being of children and offer further support where needed.

High quality texts were purchased to support literacy lessons and develop rich vocabulary.

Counselling was provided for children who needed to access this service on return to school.

2022 to 2023

Funding towards additional Booster classes in the Summer Term.

This funding created the opportunity for children across Year 2, including PPG children to attend additional lessons in Maths and Writing. The lessons focused on targeted knowledge and addressed gaps in learning that were identified during lesson time.

The table below outlines the percentage of disadvantaged children who made at least expected progress.

21/22			22/23		
Maths	Reading	Writing	Maths	Reading	Writing
0%	29%	14%	43%	43%	43%

The data suggests that the additional classes helped to increase the knowledge and skills. This approach should be developed in the future.

Curriculum Enrichment

Curriculum enrichment has included Basildon Youth Theatre, Music Workshops, Singing Workshop, Science Week, Arts and Culture Week, European Day of Languages, First Aid Training and Dance workshop. These opportunities have enriched the children's learning experiences exposing them to a range of arts and cultures and contributing to the development of the whole child and their social and emotional learning. Using this fund in this way has enabled all children within the school to share the same experiences collectively.

Targeted Support – Intervention Groups

Throughout the year, targeted support has run for children from EYFS to Year Two across all ability ranges. Targeted support has included Phonics, fine motor control, writing, maths, Gym Trail, Yoga, Lego and Handwriting. Targeted support groups have been utilised to close gaps and accelerate progress to enable children to achieve their potential. Children identified for this support were closely monitored and reviewed at termly pupil progress meetings; once the gap was closed, children were removed from the registers and new children identified.

Phonics Screening Check	
21/22	22/23
67%	92%

The data shows a clear increase in the number of children who reached the expected threshold score of 32 compared with the previous year. This suggests that the targeted intervention was successful in closing the gap in phonic knowledge.

Extended School Support

The offer of extended school support has been embraced by families. Funds have been used to enable children to develop their experiences beyond the classroom and interact with their peers in extra-curricular clubs including Football, Gymnastics, Spanish, Cookery, Dodgeball and Musical Theatre.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rock Stars	Math Circle Ltd
Lego Therapy	
Bug Club	Pearson
School Counsellor	Working for Children

Further information

Below sets out additional activities that we undertake further supplement the Pupil Premium Strategy:

Daily Readers

In addition to our targeted afternoon support, we also identify children who would benefit from reading daily to an adult; a teaching assistant or a parent volunteer. This may be a child who has a lower than expected chronological reading age or a child who does not engage in reading regularly outside of school, which does include a significant proportion of our disadvantaged children. All adults who support with daily readers have had CPD in order to optimise impact of this session.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>

White Rose Maths

An area for whole school development this year is maths so we have adopted the White Rose approach to teaching maths. Analysis has shown that there are a significant number of gaps in children's knowledge and understanding across the maths curriculum and we believe that the WRM approach is the best way of addressing this and increasing the number of children achieving age related expectations. The approach is based on blocks of units, progressing in small steps with an emphasis on reasoning and understanding which is delivered using a concrete pictorial abstract approach (CPA). This will be beneficial to all children, especially those who are disadvantaged. WRM provides plentiful opportunities for mastery for all children, at all levels.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>

Live Marking and Feedback

We have a Live Marking approach to feedback within class. This enables all children to get live, in the moment feedback about their learning where misconceptions can be addressed or further challenges to progress and deepen learning can be introduced. This approach benefits all children as it is an opportunity for one-to-one dialogue to be held about a child's learning.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time>

Zones of Regulation

All teachers, teaching assistants and learning support assistants have received CPD relating to Zones of Regulation. This approach encourages children to recognise and understand their emotions and how they can use self-regulating strategies.

<https://www.socialthinking.com/Articles?name=all-the-zones-are-ok>

