

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

"It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility." Source - DfE website.

### School overview

Detail	Data
School name	North Baddesley Infant School
Number of pupils in school	255
Proportion (%) of pupil premium eligible pupils	12.9%
Academic years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	13.12.23
Date on which it will be reviewed	Every half term
Statement authorised by	Carla Lashmar
Pupil premium lead	Beth Waters
Governors	Mike Hiscock & Bhupinder Siran

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,730
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£ N/A

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

*At NBIS we have high expectations of every child, without exception, to ensure all achieve. Positive relationships with our children and families create a strong foundation for learning. Our established culture of nurture and resilience alongside our commitment to offer memorable experiences for every child enables us to overcome barriers of disadvantage and foster success for all learners. Every child has a different starting point and engagement with learning, consequently, we are committed to creating a personalised learning journey for every child supporting them to achieve to their highest levels possible.*

### Challenges

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

Challenge number	Detail of challenge
1	<b>Families with disadvantage face barriers to attendance.</b> Last year disadvantaged children's attendance was 91.8% and non-disadvantaged children's was 95.7%. Of those classified as persistent absentees many were disadvantaged.
2	<b>Many disadvantaged children need support with metacognitive skills.</b> Our assessments and observations indicate that our disadvantaged children do not always have an awareness of what they do and don't know or how to complete tasks in the most efficient way. They can find it more challenging to work independently and resiliently than non-disadvantaged children.
3	<b>Reading outcomes for our disadvantaged children were not as strong as our non-disadvantaged children.</b> Last year's end of key stage one outcomes show that only 66.7% of disadvantaged children (without SEND) met ARE in reading compared to 84.1% of non-disadvantaged children. Similarly, 73.3% of disadvantaged children passed the phonic screening check but 84.4% of non-disadvantaged children met phonic screening check.
4	<b>Our pupils from disadvantaged backgrounds are less likely to benefit from wider enrichment opportunities.</b> Last year, 6.5% of children attending clubs were disadvantaged compared to 93.5% who were non-disadvantaged. Pupil conferencing

	indicated that disadvantaged children wanted a broader choice of extracurricular club.
5	<b>Access and uptake of community support for those with financial, mental health, social and parenting challenges can be limited.</b> We recognise the impact that deprivation, low income and rising cost of living can have on families. From our school survey, 14.7% of families still or sometimes need food parcels, and 15.2% of families are concerned or need support with their finances.
6	<b>Childrens' reduced ability to self-regulate and manage their social and emotional needs means they are not ready to access the curriculum.</b> Last year 32% of children accessing pastoral support were eligible for pupil premium.

## 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
Ensure attendance for disadvantaged children improves and attendance for all is a minimum of 97%.	<ul style="list-style-type: none"> <li>Percentage of persistent absence is reduced</li> <li>Attendance of disadvantaged children increases</li> </ul>
Disadvantaged children without SEN achieve at least ARE	<ul style="list-style-type: none"> <li>Disadvantaged children will be able to talk about how to prepare for learning, what to do when they face challenge and what they need or would like to improve on</li> <li>Teachers will report that disadvantaged children are more independent and resilient</li> <li>Disadvantaged children will have excellent outcomes in reading, writing and maths in line with their non-disadvantaged peers</li> </ul>
Disadvantaged children will have improved outcomes in reading and phonics	<ul style="list-style-type: none"> <li>Disadvantaged children's reading outcomes will be similar to non-disadvantaged children's outcomes</li> <li>All disadvantaged children without SEND will pass the phonic screening check</li> </ul>
Increased percentage of GDS standard across the school	<ul style="list-style-type: none"> <li>Disadvantaged children will have access to achieving GDS levels in their attainment</li> <li>The percentages of disadvantaged children achieving GDS are the same as non-disadvantaged children</li> </ul>
Children are ready for the curriculum	<ul style="list-style-type: none"> <li>Boxall profiles will show that disadvantaged children are able to self-regulate and manage their social and emotional needs</li> <li>Children will be in lessons more</li> </ul>

	<ul style="list-style-type: none"> <li>• Children's academic outcomes will improve at least in line with non-disadvantaged peers</li> </ul>
Children and families have improved wellbeing	<ul style="list-style-type: none"> <li>• Families will access help that will support them to remove some barriers created by disadvantage eg parenting skills, food availability, finances</li> <li>• Families will access holiday clubs to reduce the impact of childcare, food and emotional costs</li> <li>• Registers will show that families have attended workshops</li> <li>• Feedback from families will show improved outcomes at home</li> </ul>
The school will foster a nurturing, aspirational culture	<ul style="list-style-type: none"> <li>• Children eat a range of foods, use cutlery and partake in conversations during lunch time</li> <li>• MSAs, teachers and children will report that lunch times are positive and enriching</li> <li>• Children positively engage in careers day</li> <li>• Disadvantaged children read books and have a range of books read to them from access to the library</li> </ul>
Families to access and enjoy enrichment opportunities offered based on their needs	<ul style="list-style-type: none"> <li>• Children have improved opportunities to access a club of their choice, contribute to pupil voice and attend all trips</li> <li>• Families attend events in school and within the wider community to support a sense of belonging and ensure children do not feel different to their peers</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: £ 2,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD (keynote speakers, workshops, books, staff meetings, coaching, whole school briefings)	High quality teaching can narrow the disadvantage gap and promoting effective CPD is crucial for improving classroom practice and pupil outcomes (EEF, 2021).	2 & 3
Maintain accurate tracking of vulnerable groups of pupils so that needs can be identified early and met for both low attaining and those with GDS potential.	Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback. Providing feedback is well-evidenced and has a high impact on learning outcomes, particularly for lower attainers or those from disadvantaged backgrounds (EEF, 2021).	2 & 3

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

Budgeted cost: £ 8,871

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of high-quality wave 3 interventions and paired reading.	TAs delivering interventions to small groups or individuals is most effective and can provide an additional four months progress. (EEF, 2022)	2 & 3

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

Budgeted cost: £ 33,959

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of CPOMS to record and track safeguarding concerns.	KCSIE (2022) states 'All concerns, discussions and decisions made, and the reasons for those decisions should be recorded in writing'.	5 & 6
Offer parenting workshops.	Involving parents in supporting their child's learning can add four months progress over the year. The impact is highest for children with low prior attainment. (EEF, 2022)	5
Family support work – workshops, financial support etc.	Pastoral care is not an 'optional extra'. High quality pastoral care is essential in schools with good for disadvantage outcomes. (Marc Rowland, 2023)	5
Run term time and out of term time clubs for all children, offering free of charge for disadvantaged families.	Involvement in creative activities has a positive impact on academic learning and can add three months progress. (EEF, 2022)	4
Breakfast/after school club places to support punctual attendance.	DfE recommends pastoral and SEND staff support pupils and their families to overcome barriers to attendance (2022). Poor morning routine is often described by parents at NBIS as a reason for arriving late.	1
Daily pastoral support to meet basic needs like breakfast, uniform etc.	Providing breakfast for children before school secured an additional 2 months of progress (EEF, 2019)	5
Additional MSA during lunch to promote social skills and health while eating.	"Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year." (EEF, 2023)	4, 5 & 6

**Total budgeted cost: £ 45,730**

## 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 2022 to 2023 academic year.

- Whole staff team attended training and CPD from Paul Dix (behaviour), Educational Psychologist Service (attachment and restraint) and Primary Behaviour Support (sensory circuits). Monitoring throughout the year shows that key learning and strategies are being used by all staff. Children without SEN linked to SEL demonstrate self-regulation and positive, reciprocal relationships with staff. 100% of parents say their child is safe and happy at school.
- At the end of Key Stage 1, the gap between non-disadvantaged and disadvantaged without SEN is only -5% in writing, showing improvements in transcription. The number of children reaching GDS at the end of Key Stage 1 for reading, writing and maths is higher for disadvantaged than non-disadvantaged in all areas demonstrating aspirational progress and attainment regardless of starting points.
- Pass rate of 83.9% overall for PSC. Improvement from 82.7% last year. Pass rate in Year 2 87.5% showing that Wandle interventions have been effective. Disadvantaged children did not perform as well as non-disadvantaged peers so this is still a priority.
- Safe spaces established throughout the school. All classrooms have at least 1 and many have some bespoke to children with identified needs. 51% of disadvantaged children are accessing pastoral support. Children say that 'I like the calm corner. There is enough to calm me down and enough spaces. I only need to use it sometimes'.
- "There is a clear, strong safeguarding culture, which is adopted by all staff. Training is thorough and regularly updated." Ofsted, 2023. DSL training offered widely, currently have 12 members of staff trained at DSO level.
- Mental health coaches training ongoing. Cooking (2/6 families PP), Toddler talks, family links courses attended by parents (at least 4 PP families). Social services and NBJs also paying NBIS to send families which shows reputability. Parents say that family links has helped them and given them a support group in parents too.
- Holiday club offered to 50% of children eligible for PP. 10/153 children who attend extracurricular clubs are eligible for PP (6.5%). This is an increase of 4.5% from the beginning of the year. Current whole school attendance average is 95.7% which is 2% higher than national average. Those eligible for PP have average attendance of 91.8% and although this is higher than national average (91.4%), attendance remains a priority.

	Reading			Writing			Maths		
	PP	PP without SEND	Non PP	PP	PP without SEND	Non PP	PP	PP without SEND	Non PP
End of EYFS	Literacy (reading and writing)			43%		86%	57%		93%
End of KS1	55%	67%	84%	36%	80%	75%	36%	67%	77%



## 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
Little Wandle Letters and Sounds Revised	
White Rose Maths	

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pastoral support – visits to school dogs, use of nurture room, additional parents evenings, stories related to family circumstance sent home. Interventions for under achievement and additional volunteer reading.
What was the impact of that spending on service pupil premium eligible pupils?	100% of service children met ARE.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*