

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	North Baddesley Infant School
Number of pupils in school	251
Proportion (%) of pupil premium eligible pupils	13.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	13.12.22
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	£42,855
Recovery premium funding allocation this academic year	£3,008.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£ N/A

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 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 their individual ambitions.

Challenges

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

Challenge number	Detail of challenge
1	Children eligible for PP need to make accelerated academic progress.
2	Children and families eligible for PP are not always ready to learn.
3	Children and families eligible for PP can have limited enrichment opportunities.

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
High quality teaching	<ul style="list-style-type: none">• Retained strong, experienced teachers• Model of HQT will be used throughout school• Behaviour management will be consistent and effective• Staff will understand and use metacognitive strategies• Understanding of Early Years PP will be improved and evident

Accurate assessment and tracking of pupil progress	<ul style="list-style-type: none"> • Regular moderation meetings • SEN/PP tracking tool used and monitored • New pupil progress review approach • Foundation subject assessments will be accurate and analysed by subject leaders • Spelling scores will be tracked, parent workshops delivered and spelling scheme refined • Maintain use of Little Wandle assessments
Responsive interventions	<ul style="list-style-type: none"> • Regular teacher led catch up • Spelling interventions delivered • Volunteer reading scheme maintained
Increased percentage of GDS standard across the school	<ul style="list-style-type: none"> • High expectations for all • Increased subject knowledge and related CPD for all staff • Resources to deliver high quality curriculum • Regular moderation
Children are ready for the curriculum	<ul style="list-style-type: none"> • Metacognitive strategies implemented and used by the children • Oracy and language skills developed • Pastoral support offered • Professional partnerships established
Attendance for all is a minimum of 97%	<ul style="list-style-type: none"> • Maintain rigorous attendance procedure • Pastoral support offered • Professional partnerships established
Children and families have improved wellbeing	<ul style="list-style-type: none"> • Parenting workshops offered • Develop 2-7 years provision • Offer 52 week pastoral support to families
The school will foster a nurturing, aspirational culture	<ul style="list-style-type: none"> • Staff eating with children modelling conversation, trying new foods and manners • Lunch times will be positive and enriching • Annual careers day • Library opened more to disadvantaged children • Diverse participation in clubs • Diverse representation of pupil voice
Families have enrichment opportunities offered based on their needs	<ul style="list-style-type: none"> • Survey to identify need distributed annually • Tracking of memorable experiences offered • School will run term time and holiday clubs • Forest school will be run weekly • Community links related to learning and pastoral support developed

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: £ 23,674

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD (keynote speakers, workshops, books)	High quality teaching can narrow the disadvantage gap and promoting effective CPD is crucial for improving classroom practice and pupil outcomes (EEF, 2021).	1
Buying resources to support the delivery of the curriculum eg dienes/beadstrings	Using manipulatives is a powerful tool for engaging with mathematical ideas and it encourages discussion (EEF, 2021).	1

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

Budgeted cost: £ 10,428

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of high-quality interventions.	TAs delivering interventions to small groups or individuals is most effective and can provide an additional four months progress. (EEF, 2022)	1

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

Budgeted cost: £ 8,753

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safe space for each classroom.	Children need to feel safe and have a sense of belonging before they can	2

	learn (Maslow's hierarchy of needs, 1943)	
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'.	2
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)	2
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)	3
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.	2

Total budgeted cost: £ 42,855

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 2021 to 2022 academic year.

- PP strategy communicated to all stakeholders with opportunity to contribution to the vision. TA and staff meetings held to develop staff understanding and feedback monitoring outcomes. Regular monitoring of PP in different forms (learning walks, pupil progress, data, planning, pupil conferencing). Data analyses of PP outcomes have come from Year Leaders. PP contexts help with high priority and accurate tracking. Monitoring showed all staff could identify PP children and discuss their needs. Could conduct a staff survey moving forward to determine confidence. PP regarded as high priority across school.
- Tracking of PP/SEN children more improved through PP lead and SENCO leading pupil progress meetings. Tracking mostly accurate in core subjects but room for improvement with foundation subjects – mainly due to assessments and Arbor. Regular interventions held for underachieving children, particularly in reading – outcomes reflect this.
- Nurture provision is expanding (includes 2 more ELSAs). Pastoral team offering Nurture Links to many families and running third programme in September due to high demand. Of those who attended, 25% eligible for PP. New attendance procedure in place improving attendance for many families. For academic year 2021-2022, whole school attendance 94.5%. Children eligible for PP 91.9% vs 94.1% for non-disadvantaged children. Of those children receiving Nurture support in school, 41% eligible for PP.
- New phonic scheme established. All staff trained and phonics is monitored regularly by English lead. Parent workshops held and specific parents invited if children are underachieving. Repeated for spelling in Year 2 based on tracking of spelling scores weekly. Regular volunteer readers (2 per year group per fortnight). 100% Year 2 children eligible for PP passed phonic screening check and 97% of Year 2 children not eligible for PP passed phonic screening check. 77.7% of children eligible for PP and 81.9% non-disadvantaged children passed phonic screening check in Year 1.

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
End of EYFS	Literacy (reading and writing)		71.4%	88.2%	78.6%	90.8%
End of KS1	55.6%	79.2%	33.3%	70.4%	55.6%	76.4%

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

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?	50% of service children are GDS in maths and reading and secure in writing. 50% are working towards end of KS1 expectations.

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.