

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	301
Proportion (%) of pupil premium eligible pupils	15.3%
Academic years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	02.10.24
Date on which it will be reviewed	Every half term
Statement authorised by	Carla Lashmar
Pupil premium lead	Beth Waters
Governors	Mike Hiscock & Kayleigh Leonard

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,560
Recovery premium funding allocation this academic year	£1,807
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

- *Children to become lifelong learners*
- *Children to manage themselves socially and emotionally*
- *For children to have a strong sense of belonging at NBIS*
- *For children to have good attendance*

### 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 have a combination of factors which together can limit children's attainment. In particular, children can lack skills such as metacognition and executive functioning, to maximise their learning.
	Mixture of new and existing staff can mean that knowledge is inconsistent among the team. This is particularly evident in executive functioning, metacognition and attachment.
2	Children and families eligible for PP often face a range of barriers meaning they are not always ready to access the curriculum in school or embed learning at home. This can present challenges to families with their capacity to parent.
3	The price of holidays out of term time can be a barrier to children attending school as families choose to go on holiday when it is more affordable.
4	Children and families eligible for PP are less likely to have access to a variety of enrichment opportunities. This can mean they find it harder to link learning to their experiences, have lower self-esteem and a reduced sense of belonging.

### 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
Children show learning behaviours which help to maximise their learning.	<ul style="list-style-type: none"> <li>• Monitoring reports</li> <li>• Pupil comments (from pupil conferencing)</li> <li>• Progress data</li> </ul>
Staff have increased knowledge and experience applying executive functioning and metacognitive strategies.	<ul style="list-style-type: none"> <li>• Monitoring reports</li> <li>• Teachers' confidence audits</li> <li>• Attendance at training</li> </ul>
Families continue to feel supported with their wellbeing.	<ul style="list-style-type: none"> <li>• Parent engagement with family links (attendance registers and feedback)</li> <li>• Reduction in CPOMS incidents</li> <li>• Trajectory on family interventions (families moving from CP to CIN etc)</li> <li>• Reduction in pastoral support (need for meet &amp; greets, TALA &amp; ELSA)</li> <li>• Engagement with school staff</li> <li>• Family survey data</li> </ul>
Continued improved attendance for disadvantaged children and reduce percentages of persistent absentees.	<ul style="list-style-type: none"> <li>• Reduced gap between disadvantaged and on-disadvantaged children's attendance (92.06% vs 96.88% in 2023-2024)</li> <li>• Reduced number of disadvantaged children who are persistent absentees (57% of persistent absentees were PP eligible in 2023-2024)</li> </ul>
Children increasingly contribute and engage with experiences that connect them to the community.	<ul style="list-style-type: none"> <li>• Attendance at clubs</li> <li>• Pupil comments (from pupil conferencing)</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: £ 8,026

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sharing research and delivering training around executive functioning, metacognition and attachment.	High quality teaching can narrow the disadvantage gap and promoting effective CPD is crucial for improving classroom practice and pupil outcomes (EEF, 2021).	1
CPD tailored to individual teachers.	Ensuring that professional development aligns with the needs of the school and is supported by school leadership is recommended by EEF, 2021.	1
Track and support children 'at risk' based on data using systems created last academic year.	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).	1

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

Budgeted cost: £ 5,011

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue pre-teaching and paired reading.	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: £ 37,523

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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 family links parenting course.	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
Family support work – workshops, financial support, daily pastoral care etc.	Pastoral care is not an 'optional extra'. High quality pastoral care is essential in schools with good for disadvantage outcomes. (Marc Rowland, 2023)	2
Run term time and out of term time clubs for all children, offering funded places 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.	3

**Total budgeted cost: £ 50,560**

## 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 2023 to 2024 academic year.

Intended outcome	Success criteria	Impact
High quality teaching	<ul style="list-style-type: none"> <li>Disadvantaged children without SEN achieve at least ARE</li> <li>Disadvantaged children make progress at least in line with non-disadvantaged peers</li> <li>Staff have high expectations of disadvantaged children and this is evident on PP profiles</li> <li>Disadvantaged children will have good learning behaviours and be able to talk about this</li> </ul>	<ul style="list-style-type: none"> <li>Data (last page) shows the gap for our disadvantaged (without SEN) vs non-disadvantaged peers is closed in Key Stage 1. In EYFS, this gap is &gt;6.6%.</li> <li>Profiles show aspirational targets for all disadvantaged children without SEN</li> <li>Monitoring shows some children were able to talk about learning behaviours</li> </ul>
Accurate assessment and tracking of pupil progress	<ul style="list-style-type: none"> <li>Disadvantaged children not on track to achieve ARE are discussed at pupil progress meetings and teachers are supported to help children make progress</li> <li>Core subject leaders will identify children not on track and support teachers and monitor planning to ensure children catch up</li> <li>Children not scoring highly on spelling tests will be supported to improve (could be in school or with parent workshops)</li> <li>Children will consistently achieve at least 80% on Little Wandle assessments</li> </ul>	<ul style="list-style-type: none"> <li>Writing outcomes are not as high in comparison to other maths and reading. This will be a focus for next year.</li> <li>Pupil progress meeting evidence shows children not on track are discussed and teachers given strategies to support.</li> <li>Profiles for disadvantaged children reflect accurate tracking.</li> <li>Those not achieving 80% on Little Wandle received additional support and will continue to do so next year.</li> </ul>
Responsive interventions	<ul style="list-style-type: none"> <li>Where children are not progressing as hoped, needs are identified and appropriate interventions are actioned</li> <li>Work in children's books, phonics scores, reading fluency, social emotional needs or summative data will show improvements</li> </ul>	<ul style="list-style-type: none"> <li>100% of Year 2 children passed the phonic screening check</li> <li>87.7% of Year 1 children passed the phonic screening check: Disadvantaged – 77.8% &amp; non-disadvantaged – 88.9%. Although this is a gap of 11%, the percentage of disadvantaged children passing increased by 1.75% from the previous year.</li> </ul>
Increased percentage of GDS standard	<ul style="list-style-type: none"> <li>Disadvantaged children will have access to achieving GDS levels in their attainment</li> </ul>	<ul style="list-style-type: none"> <li>Data (see last page) shows in reading and maths, some disadvantaged children achieved GDS</li> </ul>

across the school	<ul style="list-style-type: none"> <li>The percentages of disadvantaged children achieving GDS are the same as non-disadvantaged children</li> </ul>	<ul style="list-style-type: none"> <li>In Year 1, percentages of GDS were higher among disadvantaged children than non-disadvantaged children in reading and maths.</li> <li>In Year 2, disadvantaged children are accessing GDS but not yet to the same extent as non-disadvantaged peers</li> </ul>
Children are ready for the curriculum	<ul style="list-style-type: none"> <li>Pastoral support enables children to develop their social emotional skills and access the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Parents recognise the impact of our daily pastoral support.</li> <li>Pupil premium profiles show how teachers consider this when planning provision.</li> </ul>
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>	<ul style="list-style-type: none"> <li>Attendance for disadvantaged children is 92.9% whole school attendance is 96.2% (as of 4/7/24).</li> <li>57% of persistent absentees were disadvantaged in 2023-2024. This continues to be a priority.</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 can access holiday clubs to reduce the impact of childcare, food and emotional costs</li> </ul>	<ul style="list-style-type: none"> <li>38% of families accessing Family Links were disadvantaged - enabled some parents to gain employment and some to pursue CAMHS referrals.</li> <li>2022-2023: A total of 51 disadvantaged children were supported across NBS, NBIS &amp; Nursery with a total of 360 holiday club days</li> <li>2023 – 2024: A total of 41 disadvantaged children were supported across NBS, NBIS &amp; Nursery with a total of 218 holiday club days</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>Lunch times will be 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>	<ul style="list-style-type: none"> <li>Pastoral team led lunch club for children with identified SEL need – improved behaviour and amount eaten during lunch</li> <li>Feedback from children shows they enjoyed careers day and could talk about more jobs after than before the day</li> </ul>
Families have enrichment opportunities offered based on their needs	<ul style="list-style-type: none"> <li>Children have opportunities to access a club of their choice, contribute to pupil voice and attend all trips</li> <li>Families are provided opportunities to attend events in school and within the wider community to support a sense of</li> </ul>	<ul style="list-style-type: none"> <li>Approximately 25% of disadvantaged children attended enrichment clubs – these were mainly music. Explore club options next year to improve diversity of offer to increase engagement.</li> </ul>



	belonging and ensure children do not feel different to their peers	<ul style="list-style-type: none"> <li>All disadvantaged children attended trips.</li> <li>Discounted tickets offered and accepted for school community events eg light up trail.</li> </ul>
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% of children achieving secure +

	Reading			Writing			Maths		
	PP	PP (no SEN)	Whole year	PP	PP (no SEN)	Whole year	PP	PP (no SEN)	Whole year
Year R	59.1%	85.7%	86.9%	50%	78.5%	84.5%	59.1%	78.5%	85.1%
Year 1	66.7%	100%	80.1%	33%	66.7%	62%	50%	100%	72.4%
Year 2	75%	85.7%	82.1%	62.5%	71.4%	64%	75.1%	85.7%	70.8%

% of children achieving GDS

	Reading		Writing		Maths	
	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged
Year R	N/A		N/A		N/A	
Year 1	33.3%	16.3%	0%	3.8%	16.7%	10%
Year 2	25%	36%	0%	5.6%	6.3%	14.6%

## 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	
Jigsaw PSHE	

## 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.*