

Pupil premium strategy statement – Bawnmore Community 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	166
Proportion (%) of pupil premium eligible pupils	11.4% (10.2% (17 pupils) + 1.2% (2pupils) armed forces and post-LAC)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Pam Davey
Pupil premium lead	Mrs Pam Davey
Governor / Trustee lead	Mrs Corinna Bevan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,315
Recovery premium funding allocation this academic year	£2755
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£28,070

Part A: Pupil premium strategy plan

Statement of intent

- *At Bawnmore Community Infant School, we have high aspirations and ambitions for all our children and we believe that all learners should be able to reach their full potential.*
- *We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to make good progress and achieve success across all subject areas.*
- *Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Bawnmore, we are determined to provide the support and guidance they need to help them overcome these barriers. The main focus of our approach is high-quality teaching in the key areas of maths and English, where disadvantaged pupils need 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.*
- *In addition to this, we aim to provide our disadvantaged pupils with access to a wide variety of extra-curricular opportunities and a rich and varied curriculum.*

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations identify that disadvantaged pupils generally have greater difficulties with learning and applying phonics, which negatively impacts on their development as readers and spellers.
2	Our internal assessments and work scrutinies have identified that disadvantaged pupils generally have greater difficulties with handwriting and presentation of work which negatively impacts on their abilities as writers.
3	Our internal assessments and work scrutinies have identified that disadvantaged pupils generally have greater difficulties in 'numbersense', and retaining and using number bonds, impacting negatively on their development as mathematicians.
4	Our internal assessments, observations and discussions have identified social and emotional issues for some of our disadvantaged pupils, resulting in difficulties in regulating their emotions and responding with appropriate behaviours.

5	Our attendance data indicates that attendance among disadvantaged pupils is typically lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting some disadvantaged pupils' progress.
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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 phonic abilities of disadvantaged pupils. 89% of Year 1 pupils on track to pass the phonics check	Assessments and work-trawls indicate significant improvement in phonic attainment of disadvantaged pupils.
Improved presentation of work of all pupils, particularly disadvantaged. Number of children gaining their pen licence in Year 2 in increasing. "Wonderful Work" incentive being used effectively in all classes.	Learning walks and book scrutinies show improvement in letter formation and presentation for disadvantaged pupils with a cursive script achieved in Year 2.
Improved mathematical fluency for all pupils, particularly disadvantaged. 77% of PP pupils are on track to reach ARE.	Assessments and observations show a significant improvement in disadvantaged pupils' abilities to recall and use number bonds within problem solving.
Pupils identified with social and emotional issues are well supported and able to access learning. Resilience groups running in all year groups. STS and EPS in place where appropriate. Referrals to CWMind and CCASS made as appropriate. Low arousal room only needed to be used infrequently now and only for 2 Year 2 pupils (1 PP)	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • an improvement in pupils' abilities to self-regulate, therefore accessing more learning an increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for identified disadvantaged pupils.	Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). Monitoring of attendance by Head/Deputy

<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p> <p>Attendance is an issue across the school at the moment, with several persistently absent families.</p> <p>Whole school attendance: 93.1%</p> <p>PP attendance: 86.7%</p> <p>EH is in place to support families.</p> <p>TSO involvement and FSW support.</p> <p>Home visits.</p> <p>Telephone calls and emails.</p>	<p>brings about an increase in PP pupils' attendance and a decrease in persistent absence.</p>
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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: £4,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed DfE validated systematic synthetic phonics programme (Floppy's Phonics) to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Further whole staff training on Floppy's Phonics to ensure consistency in our approach and stronger teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	<p>1</p>

	Phonics Toolkit Strand Education Endowment Foundation EEF	
Whole school focus on improving handwriting, letter formation and presentation of work.	EEF research shows that children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing. A large amount of practice, supported by effective feedback, is required to develop fluency. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2
Whole school involvement with 'Numbersense' and 'Sustaining Mastery' projects with Origin maths Hub and NCETM to secure stronger teaching in maths for all pupils.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	3
Improve the quality of social and emotional (SEL) learning and the 5 steps to wellbeing. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence to show that improved social and emotional skills impact positively on outcomes at school. EEF Social and Emotional Learning	4

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

Budgeted cost: £21,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the school-led tutoring	Tuition targeted at specific needs and knowledge gaps can be an effective method	1 and 2

<p>programme to provide a blend of 1 to 1 and small group support for pupils whose education has been most impacted by the pandemic, particularly those who are disadvantaged. Use of EP Probes by TAs. Small group tuition led by HT.</p>	<p>to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support – led by experienced TAs and class teachers. Additional reading sessions led by TAs and HT.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1

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

Budgeted cost: £2,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further whole staff training on behaviour management and emotion regulation approaches with the aim of developing our school ethos and improving behaviour across school led by Acting Headteacher and Acting Deputy (using Paul Dix resources)</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Further embed principles of good practice set out in the DfE's Improving School Attendance advice. Working with targeted families and providing appropriate support to improve attendance release time for</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

SENDCo to work with families.		
Encouraging and supporting disadvantaged pupils to access a range of enrichment activities through school visits/trips and clubs.	EEF research shows that overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science.	4

Total budgeted cost: £28,070

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Phonics

Assessments and work-trawls indicate significant improvement in phonic attainment of disadvantaged pupils.

80% of Y2 PP pupils passed phonics check (8 of 10 – 2 WT = comorbidity with SEN)

86% of Y1 PP pupils passed the phonics check (6 of 7)

100% of EYFS PP pupils achieved expected outcomes in Reading and Writing

Presentation

Learning walks and book scrutinies show improvement in letter formation and presentation for disadvantaged pupils with a cursive script achieved in Year 2.

70% of Y2 PP pupils using cursive script

76% of Y2 pupils using cursive script

86% of Y1 PP pupils using correct letter formation/ neat presentation

79% of Y1 pupils using correct letter formation/ neat presentation

Maths

Assessments and observations show a significant improvement in disadvantaged pupils' abilities to recall and use number bonds within problem solving.

100% of EYFS PP have achieved expected outcomes

57% of Y1 PP have achieved expected outcomes

74% Y2 reached expected or above in maths

50% of Y2 PP achieved expected outcomes

(4/10 pupils have comorbidity with SEN)

Wellbeing

Sustained high levels of wellbeing demonstrated by:

- qualitative data from pupil voice, pupil and parent surveys and teacher observations
- an improvement in pupils' abilities to self-regulate, therefore accessing more learning

an increase in participation in enrichment activities, particularly among disadvantaged pupils

100% of EYFS PP are able to self-regulate

71% of Y1 PP are able to self-regulate

60% of Y2 PP are able to self-regulate

90% of PP pupils have part in clubs this year (19 of 21)

Attendance

Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). Monitoring of attendance by Head/Deputy brings about an increase in PP pupils' attendance and a decrease in persistent absence.

Whole school (no pp) 94.4%

PP pupils' attendance 91%

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	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

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