

# 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	175
Proportion (%) of pupil premium eligible pupils	10% (9 % (15 pupils) + 1 % (2pupils) armed forces and post-LAC)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Pam Davey
Pupil premium lead	Mrs Gemma Colston
Governor / Trustee lead	Mrs Bethan Cullen Mr C Stringer

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,600
Recovery premium funding allocation this academic year	£2,610
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
<b>Total budget for this academic year</b> <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>	£30,210

## 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.	Assessments and work-trawls indicate significant improvement in phonic attainment of disadvantaged pupils.
Improved presentation of work of all pupils, particularly disadvantaged.	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.	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.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• an improvement in pupils' abilities to self-regulate, therefore accessing more learning</li> </ul> <p>an increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
<p>To achieve and sustain improved attendance for identified disadvantaged pupils.</p> <p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<p>Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%).</p> <p>Monitoring of attendance by Head/Deputy brings about an increase in PP pupils' attendance and a decrease in persistent absence.</p>

## 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: £2,413

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed DfE validated systematic synthetic phonics programme (Floppy's Phonics) to further secure stronger phonics teaching for all pupils.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Staff meeting time allocated to further whole staff discussion of our teaching of Floppy's Phonics to ensure consistency in our approach and stronger teaching for all pupils.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Training on Floppy's Phonics for staff new to school or new to year group/phase.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Whole school focus on improving handwriting, letter formation and presentation of work.  Introduction of new handwriting scheme, "Letterjoin", across the Federation	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.	2

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	
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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	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. <a href="#">EEF Social and Emotional Learning</a>	4
Refine "Positives Relationships" Policy and practice to ensure pupils' SEL and wellbeing.	There is extensive evidence to show that improved social and emotional skills impact positively on outcomes at school. <a href="#">EEF Social and Emotional Learning</a>	4

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

Budgeted cost: £18,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the school-led tutoring 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	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 and 2

those who are disadvantaged. Use of EP Probes by TAs. Small group tuition led by experienced TAs.		
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, volunteers and HofS coordinated by SENDCo and English Lead.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1

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

Budgeted cost: £6,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Revisit and refine “Positive Relationship” Policy and deliver whole staff training based on the teaching of Paul Dix with the aim of further developing and embedding our positive school ethos.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	4
Further staff training on behaviour management and emotion regulation approaches with the aim of improving staff management of children’s dysregulated behaviour and reducing incidents of dysregulated behaviour.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	4
Training for staff working in wrap around care to better meet the emotional needs	There is extensive evidence to show that improved social and emotional skills impact positively on outcomes at school.	4 + 5

<p>and wellbeing of children attending school for extended hours.</p>	<p><a href="#">EEF Social and Emotional Learning</a></p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Working with our new LA Attendance Officer, further embed principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Work with targeted families and provide appropriate support to improve attendance.</p> <p>Release time for SENDCo and Assistant Head to work with families.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Continue to encourage and support disadvantaged pupils to access a range of enrichment activities through a growing program of school visits/trips and clubs.</p>	<p>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.</p>	4

**Total budgeted cost: £27,433**

## 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.

**100% of Y2 PP pupils passed phonics check compared to 96% of the whole cohort**  
**75% of Y1 PP pupils passed the phonics check compared to 87% of the whole cohort**  
**83% of EYFS PP pupils achieved expected outcomes in Reading and Writing compared to 72% of the whole cohort**

#### Presentation

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

“Wonderful Work” incentive being used effectively in all classes.

Over 50% of Year One are now using a cursive script with disadvantaged pupils performing in line or exceeding this.

90% of Year Two are using a cursive script. The number of children gaining their pen licence in Year 2 is increasing. Within the Yr2 cohort, disadvantaged pupils’ presentation is poorer than that of their peers but this is due to the additional factor of SEND.

#### Maths

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

**67 % of EYFS PP have achieved expected outcomes in maths compared to 75% of the whole cohort,**

**50% of Y1 PP have achieved expected outcomes compared to 79% of the whole cohort**

**83% of Y2 PP achieved expected outcomes compared to 76% of the whole cohort**

#### 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

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

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

#### Attendance

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

**Whole school (no pp) 93%**  
**PP pupils' attendance 88.6%**

Attendance remains a significant challenge for our school community. However, disadvantaged attendance has risen slightly to 88.6%

Whole school attendance remains static at 93%

Attendance of disadvantaged serious and persistence absentees has improved significantly (from around 33% Spring term to 98% Summer term) through targeted intervention.

EH is in place to support families.

TSO involvement and FSW support.

Home visits.

Telephone calls and emails.

## 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: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

**Further information (optional)**

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