

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	Boldmere Infant and Nursery School
Number of pupils in school	278
Proportion (%) of pupil premium eligible pupils	16.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Samantha Kenny
Pupil premium lead	Ashleigh Lloyd
Governor / Trustee lead	Greg Bloom

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,470.00
Recovery premium funding allocation this academic year	£9698
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	£90,168.00

Part A: Pupil premium strategy plan

Statement of intent

At Boldmere Infant and Nursery School, we believe that the use of Pupil Premium funding should provide inclusivity for all pupils across all areas of school life. We want our pupils to be happy, confident and inquisitive learners and we believe that this will be a key element in ensuring that they make good progress, achieving their personal best. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve their goals, including progress for those who are already high attainers.

We allocate funding by providing small group and 1:1 intervention to provide opportunities to close any gaps in their learning, address misconceptions that they may have and embed new skills, whilst also supporting the physical, social and emotional well-being of pupils through the enrichment opportunities that we offer.

In the context of our school, the proportion of children who receive Pupil Premium funding is relatively low at 17.9%. Implementation of provision is driven by pupil progress meetings and the close collaboration between class teachers, senior leaders and the year group teams.

We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well. High quality teaching is at the heart of our approach, with a focus on areas in which vulnerable pupils require the most support. Lessons and interventions are designed to fulfil the children's targeted needs whilst offering cross-curricular links.

We are focussed on promoting all of our pupil's wellbeing, supporting their social and emotional needs through the use of specific targeted interventions both 1:1 and within a small group. Our strategy is integral to these wider school plans for education recovery, in its targeted support.

Our ultimate objectives are:

Priority 1: To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Priority 2: To provide enrichment opportunities to enable pupils to access the wider curriculum.

Priority 3: To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing and Maths
2	Mental health and wellbeing
3	Improve the spoken language ability of children in Reception
4	Phonics attainment in Year 1 is slightly lower than previous years
5	Attainment gap in children achieving greater depth in core subjects

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
To improve attainment of our disadvantaged pupils in Reading across all of the year groups.	For our disadvantaged pupils to make good progress against their individual targets in Reading.
To improve attainment of our disadvantaged pupils in Writing across all of the year groups.	For our disadvantaged pupils to make good progress against their individual targets in Writing.
To improve attainment of our disadvantaged pupils in Maths across all of the year groups.	For our disadvantaged pupils to make good progress against their individual targets in Maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of well-being demonstrated by pupil voice questionnaires, parent surveys and teacher observations.
To improve attainment in Phonics.	To meet expected standards in Phonics screening in Year 1 and Year 2 re-takes

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: £23,058.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to develop oral language skills and vocabulary EYFS staff have undertaken training in the Nuffield Early Language Intervention programme continued from previous year.	NELI is a Nuffield Foundation initiative and was developed by leading academics in the field of language and literacy development. The aim was to design an evidence-based early intervention programme that could be easily delivered by schools to address children’s language needs. Several robust evaluations has led to NELI being the most well-evidence early language programme available in schools in England. EEF - Improving early language skills NELI	3
Continuation of the Sound Start Phonics to ensure fidelity across the year groups.	DFE – OFSTED does not have a preferred programme or approach. What’s important is that schools take an approach that is rigorous, systematic , used with fidelity (any resources used should exactly match the Grapheme Phoneme Correspondence (GPC) progression of their chosen SSP approach), and achieves strong results for all pupils, including the most disadvantaged. DFE - Choosing a Phonics scheme	1 and 4
To continue to improve the quality of mental health and wellbeing to support learning	Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs. The	2

	<p>interventions will be used for both disadvantaged and non-disadvantaged pupils.</p> <p>Social and emotional learning.</p>	
<p>To provide CPD training for AHT to support LAC and PLAC children to then be delivered to staff through training.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>EEF - Providing CPD to improve children's outcomes</p>	1 and 5
<p>To provided CPD taring to all staff to support the sensory needs of children and to implement sensory areas within school to support interventions.</p> <p>Training from EdPsych</p>	<p>EEF research says areas that commonly need additional focus include speech and language, motor skills to support writing, and sensory needs.</p> <p>Preparing children for Literacy</p>	1

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

Budgeted cost: £61,110.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The purchase of new reading books (higher bands) linked to Letters and Sounds 2007 to ensure opportunities for all children to read a range of texts (reading for pleasure) at an appropriate level.</p>	<p>EEF research and Government direction towards schools adopting a fidelity towards an effective synthetic, systematic phonics program.</p> <p>EEF - Phonics to support reading DFE - Reading for pleasure</p>	1
<p>To continue with 1:1 targeted phonics interventions.</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.</p>	1 and 4

	EEF - Phonics – High impact for very low cost.	
Effective deployment of staff to support key children in year groups, including LAC and PLAC	CPD to ensure effective use of TA's within the classroom and when delivering targeted intervention EEF - Deployment of TAs	1, 2, 3, 4 and 5
One to one school based tutoring – National Tutoring Programme.	EEF Report: Structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy EEF - Small group tuition	

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

Budgeted cost : £6,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to provide wider experiences beyond the curriculum. (Trips and visits to be funded or partially funded by school / access to music lessons / additional sports clubs.)	Teachers will plan a wide range of visits and experiences to inspire and enhance learning and make it memorable. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. Using your pupil premium funding effectively.	1, 2, 4 and 5

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

What has been the impact of the 2021-2022 Pupil Premium?		
1. Infant School		
Amount of Pupil Premium funding received 2021-2022		
Number of pupils eligible	45 children (16.1%) (including 4 LAC and 8 PLAC; and 0 service pupil)	
TOTAL PP received	£82,250	
Key expenditure		
Area of spend	Focus	Total allocation
Implementation of new phonics scheme – Sound start phonics	English - reading	Total 13,960
Developing early language skills through the use of NELI	Speaking and listening	
Improving the quality of mental health and wellbeing	Personal and Social	
Purchase of new books to support the Letters and sounds scheme	English - reading	Total 61,860
1:1 Targeted phonics interventions	English - reading	
TA and additional teacher support in classes and for focused interventions including resources to support these interventions	English and Maths	
Funding for school trips/music lessons	Personal and social	Total 6000
Free milk	Personal and social	
Lunchtime clubs	Personal and social	

Performance of disadvantaged pupils 2021-2022

Reception – EYFS

16% of the cohort were in receipt of Pupil Premium

13% of the pupil premium pupils were receiving SEN support. 2 children

80% of pupil premium pupils met the expected standard (ie a Good Level of Development) at the end of Foundation Stage in July 2022.

Year 1 phonics:

11% of the cohort were in receipt of Pupil Premium

0% of the pupil premium pupils were receiving SEN support.

100% of pupil premium pupils met the expected standard (ie 32/40) in the Year 1 Phonics Screening Check in July 2022

End of Key Stage One:

20% of the cohort were in receipt of Pupil Premium

33% of the pupil premium pupils were receiving SEN support.

66.6% of pupil premium children met the expected standard at the end of Key Stage 1 in Reading in July 2022.

38.8% of pupil premium children met the expected standard at the end of Key Stage 1 in Writing in July 2022.

38.8 % of pupil premium children met the expected standard at the end of Key Stage 1 in Maths in July 2022.

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
NELI	Nuffield Foundation

Sound Start Phonics	Sound Start Phonics
Fun Friends	Friends Resilience Hub
ELSA	Futures in Mind
Drawing for talking	Drawing and Talking

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?	
What was the impact of that spending on service pupil premium eligible pupils?	