

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Fawbert & Barnard Infants' School
Number of pupils in school	216 children
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – July 2024
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023 (Annually)
Statement authorised by	Lee Wells (Headteacher)
Pupil premium lead	Aimee Jones (INCo)
Governor / Trustee lead	Sarah Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14875
Recovery premium funding allocation this academic year	£1500
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	£19875

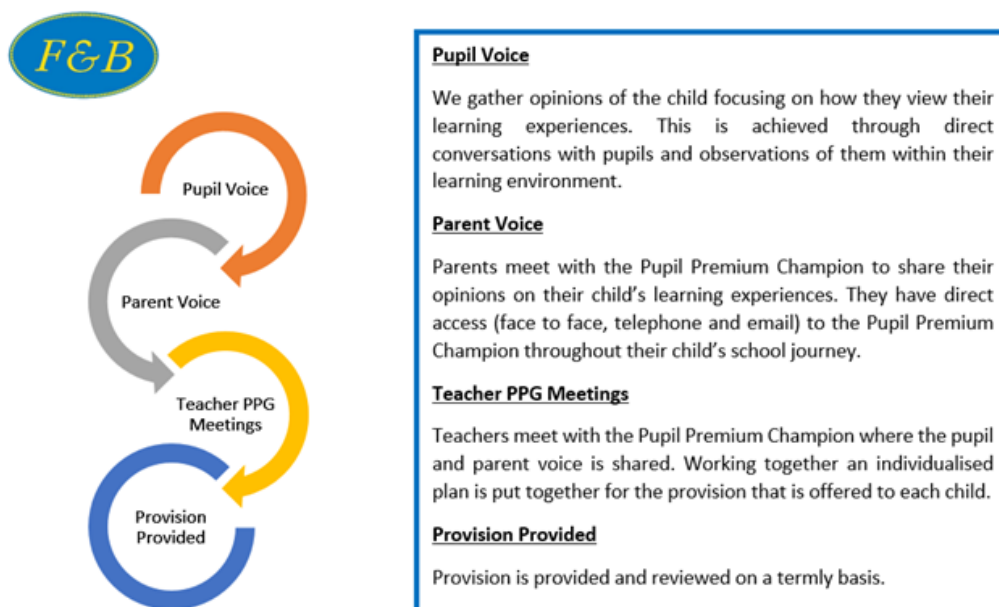
Part A: Pupil premium strategy plan

Statement of intent

At Fawbert and Barnard Infants' the Pupil Premium Grant funding is targeted to ensure that all disadvantaged pupils receive the highest quality of education to prepare them for the next step in their educational journey. We use funding for disadvantaged pupils to further embed the foundations of our school code of conduct: be ready, be respectful and be safe, and ensure pupil's use these skills to become happy and contributing citizens of the future, leaving our school as confident individuals who are aware of how important they are.

The number of children eligible for pupil premium at our school is significantly below the national average, and we are therefore in a fortunate position to be able to treat these pupils as an individual, addressing their individual needs on a regular basis, through the following approach:

What does Pupil Premium in Action look like at F&B?



Challenges

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

Challenge number	Detail of challenge
1 Behaviour	Poor emotional literacy and self-regulation. Children do not always have strategies to express their emotions and effectively communicate needs which is affecting their readiness to learn.
2 Enrichment	Access to Enrichment Experiences: Pupils do not always have access to additional cultural and enrichment experiences such as sports provision and music lessons to support vocabulary, knowledge and opportunities for self-development.
3 Outcomes	Progress in Phonics: Despite intervention there is a small number of disadvantaged pupils who make lower than expected progress in phonics.
4 Parental Engagement	Parental Engagement: Some families engage less with school activities such as curriculum workshops and therefore do not always increase their knowledge of the expectations of the curriculum and how they can further support their children.
5 Pastoral	Pastoral Support: Many pupils and their families have identified an increase in social and emotional concerns such as anxiety, particularly following the COVID 19 pandemic.
6 Communication and Language	Speech and Language: Some pupils join with poorer communication and language skills and vocabulary which can negatively impact their access to the full breadth of the curriculum.

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
<p>To increase pupils emotional literacy.</p> <p>To support pupils to develop their own self regulation toolkit.</p>	<ul style="list-style-type: none"> • Pupils display increase in use of self-regulation strategies. • Pupils are able to articulate a range of emotions. • Zones of Regulation is embedded across the school. • Assessment, observation and discussion will show improved emotional literacy and self-regulation among pupils.
<p>Review 2022 / 2023: Zones of Regulation embedded across the school. This has however been adapted to meet the needs of individuals and when referring to emotional literacy we refer to children developing self regulation in a way that is a best fit for them.</p>	

<p>Purchased 'Starving the Anger' and 'Starving the Anxiety' Gremlin to support targeted interventions for KS1.</p> <p>In addition to safe space counselling, a member of school staff is also training as a children and young person's counsellor, and is therefore offering a further 3 counselling sessions a week. As the member of staff is trained in zones of regulation this is being further embedded within the sessions.</p> <p>Parent Workshops delivered and well attended (face to face and virtually) by the INCO with a focus on supporting pupils with their self-regulation.</p> <p>Thrive PSHE Intervention introduced as a pilot to further enhance this area.</p>	
<p>Cultural and enrichment experiences used to support vocabulary, knowledge and opportunities for self-development.</p>	<ul style="list-style-type: none"> Disadvantaged pupils (KS1) have the opportunity to learn a musical instrument through Rocksteady with the means to practice this instrument at home. High take up of school offered enrichment experiences for disadvantaged children. Pupil Premium tracking shows personalised enrichment experiences offered to individuals and the impact this has had. Evidence of the impact enrichment opportunities are having on pupil progress within the classroom (feedback from classroom staff).
<p>Review 2022 / 2023: All disadvantaged pupils in KS1 have the opportunity to learn a musical instrument through rocksteady. As a result of the high uptake for this a further 2 bursary places were awarded to the school.</p> <p>100% of children in receipt of PPG take up additional extra curricular experiences (in the form of a before / after school club). This ranges from languages through music to sport and performing arts. Not all of these are offered by the school but we now have a base of external providers that have been sourced also.</p> <p>As the PPG cycle has been embedded, class teachers have developed confidence in identifying extracurricular opportunities they feel pupils would benefit from.</p> <p>The Heritage Project undertaken by INCo has been significant in identifying the widespread links families at F&B have. Even though the specific PPG numbers are way below national average, there is a wealth of cultural experiences to be drawn on. This identified links with over 35 countries. The school has also secured the International Schools Award.</p>	
<p>Disadvantaged pupils make expected or better progress than non-disadvantaged pupils in Phonics.</p>	<ul style="list-style-type: none"> Outcomes in the Y1 phonics screening check show disadvantaged pupils achieve in line with their peers. Pupils reading and comprehension skills have improved from their start point. Pupils display a love of reading.
<p>Review 2022 / 2023: Phonics screening check outcomes show that disadvantaged pupils achieve in line with their peers. Read, Write, Inc tutoring intervention shows smaller steps of progress for those pupils who did not meet national threshold. All pupils continue to be re-assessed every 6 weeks and groupings amended according to the data analysis. The school works closely with the Read, Write, Inc consultant to scrutinise the data.</p> <p>Secret Reader, and International Reader, has been vital in fostering a love of reading across all pupils in the school. For example, a grandparent of a child in receipt of PPG</p>	

<p>came in to share a story with the class as part of secret reader. The data from this is captured and celebrated through weekly newsletters.</p>	
<p>To ensure families engage with school day activities including curriculum workshops.</p>	<ul style="list-style-type: none"> • Close and trusting relationships with parents and carers can be evidenced (through conversations and tracking). • Parents/families are engaged with their children's education. • Strong take up across disadvantaged families for parental workshops, drop ins and other curriculum events. • Parents / families are aware of their children's strengths and areas for development and are equipped to support them to progress with these.
<p>Review 2022 / 2023: Contact was made and sustained with all families, and has developed to the point of a secure and personalised approach.</p> <p>Inclusion Drop Ins were held for the first time and soft data celebrated with new relationships being developed with families across the school.</p> <p>Inclusion Parent Workshops offered half termly. Face to face take up wasn't as high as expected however online viewings were much higher.</p>	
<p>To provide personalised support to families who may not meet thresholds for services, but still require some level of early help and intervention in order to thrive.</p>	<ul style="list-style-type: none"> • Parent and pupil voice demonstrate support is effective. • Pastoral Tracking shows impact of pastoral support. • Outside agencies involved with families to offer additional support. • Intervention monitoring and tracking shows positive impact on identified children. • Observation and discussion will show positive impact of pastoral support for disadvantaged families.
<p>Review 2022 / 2023: Pastoral Offer rolled out fully across the school and shared with parents through specific events.</p> <p>Outside Agency links developed further. This includes support from the emotional wellbeing and behaviour team, ASPECTs family support, Children and Young Persons Mental Health and Wellbeing Practitioner team.</p> <p>Intervention Monitoring for identified interventions shows their success, particularly Lego Club which is now staple across all year groups.</p> <p>Individual Tracking continues to show how PPG funding is used for every individual.</p>	
<p>Speech and Language: Some pupils join with poorer communication and language skills and vocabulary which can negatively impact their access to the full breadth of the curriculum</p>	<ul style="list-style-type: none"> • Observations indicate significantly improved language skills amongst disadvantaged pupils. • Speech and Language records and tracking show progress for identified pupils. • Evidence of triangulation with other sources including engagement in lessons and work in books.

Review 2022 / 2023: End of year data from speech and language therapist shows an increase in confidence with pupils with SLCN, particularly related to how well the adults in school can understand them.

Pupil's Individual Provision Plans show clear triangulation for speech and language therapy.

Speech & Language therapist delivered bespoke training to all EYFS staff, and wider communication friendly environment training to the whole school.

School based Speech & Language Therapist attended Inclusion CPD training (INSET Days) to ensure continuity across the provision being provided.

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: £7460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read Write Inc Subscription.</p> <p>Weekly CPD for all school staff using the programme.</p> <p>Funding of Reading Lead release time to observe and support the teaching of phonics.</p> <p>£1000</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particular for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	3
<p>Review 2022 / 2023 academic year:</p> <ul style="list-style-type: none"> All staff receive weekly CPD (20 mins) dedicated solely to Read, Write, Inc. Read, Write, Inc Consultant continues to lead development days (at school's request), with targeted sessions focusing on vulnerable groups (for example the introduction of assessment for non verbal pupils). 		
<p>Funding for school based Sports Coach (30 mins x 2 per week specialist PPG Groups)</p> <p>£3960</p>	<p>Approaches that look to focus on improving social interaction between pupils show particular promise.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	1, 2, 5, 6
<p>Review 2022 / 2023 academic year:</p> <ul style="list-style-type: none"> Sports Coach now leads 6 separate sessions across the course of the week. Intervention trackers ensure targeted focus for these groups. Pupils from EYFS to KS1 mix as part of these groups and have formed new friendships / relationships as a result. 		

<p>Funding for school based speech and language therapist (1/2 morning a week)</p> <p>£2000</p>	<p>Approaches that focus on speaking and listening show positive impacts on attainment (approximately 6 months progress over the course of the year).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	6
<p>Review 2022 / 2023 academic year:</p> <ul style="list-style-type: none"> SLCN remains primary area of need across the school. School based speech and language therapist has now made the shift from working with children (and classroom staff), to also delivering staff based CPD sessions and parent information sessions. Speech Therapist also works at the Junior School, which has ensured consistency for vulnerable pupils. Speech Therapist has been vital in providing evidence to secure EHC Needs Assessments and amend and tailor provision as part of Annual Reviews. 		
<p>Staff CPD including LSAs</p> <p>Trauma Awareness Self Regulation Protective Behaviours Speech and Language Mentoring and Coaching</p> <p>£500</p>	<p>CPD can help to improve overall standards.</p> <p>https://thenationalcollege.co.uk/news/why-is-staff-cpd-important</p> <p>Self-Regulation approaches and interventions have high impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>CPD increases teacher motivation, confidence and commitment to teaching.</p> <p>https://thenationalcollege.co.uk/news/september-return-the-importance-of-cpd-in-schools#:~:text=CPD%20increases%20teacher%20motivation%2C%20confidence,a%20more%20effective%20teaching%20environment.</p>	1, 5, 6
<p>Review 2022 / 2023 academic year:</p> <ul style="list-style-type: none"> Whole school (including midday assistants and any externally linked professionals such as sports coaches and therapists) have received Trauma training and F&B is now an attachment aware and trauma informed school. All staff have received tailored Speech & Language training. 		

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

Budgeted cost: £ 3642.62

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Counsellor 1:1 Sessions £2000	School based counselling is effective and should be considered a viable treatment option for children suffering from mental health issues. https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/	1, 5
Review 2022 / 2023: There continues to be a wait list for the safe space counsellor. The school now offers a further 3 sessions with a trained member of staff in addition to this.		
RWI 1:1 Tutoring £482.62	Tuition targeted as specific needs and knowledge gaps is an effective method to support those falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Phonics approaches have a strong evidence base indicating a positive impact on pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3
Review 2022 / 2023: RWI Tutoring is the main reading intervention across the school. All support staff are trained in how to deliver this, and receive regular updates through the RWI Development Days.		
Release time for classroom staff to attend SALT sessions with children £486	Oral Language Training can support adults to ensure they model and develop pupil's oral language skills and vocabulary development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 6
Review 2022 / 2023: Staff are released every week to attend SALT sessions alongside the pupil(s). The INCo and Speech & Language Therapist have worked to devise an offer consisting of: Intensive Weekly Therapy, Classroom based monitoring, half termly check in monitoring, to ensure that more children can be reached.		
1:1 before / after / school club enrichment sessions and tutoring (Staff Time) £324	1:1 feedback has very high impact for low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2, 3, 5
Review 2022 / 2023: Sessions delivered both before and after school and during lunchtime as part of lunch clubs.		

Parent Workshop Resources for areas across all of the curriculum. £100	Providing practical strategies with tips, support and resources to assist learning at home are more beneficial than requesting generic help. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Actively engaging with parents helps to reinforce skills in the home environment. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4
Review 2022 / 2023: Inclusion Parent Workshops led throughout the course of the year (Emotional Regulation, Speech & Language, Anxiety, Sensory Needs), in addition to a subject specific workshop for every area of the curriculum. Recordings for all available online so able to reach all families even if they couldn't attend in person.		
Purchase of Pastoral Support Interventions £250	Approaches that look to focus on improving social interaction between pupils show particular promise. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5, 1
Review 2022 / 2023: Starving the anxiety gremlin and Starving the anger gremlin purchased. Bereavement Pack purchased to support individual pupils.		

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

Total budgeted cost: £ 8752.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Hours in Nursery for EYPP £650	Average impact of approximately 3 months additional progress when offered additional high quality provision. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/extra-hours	All
Review 2022 / 2023: Pupil's in receipt of EYPP in Nursery offered additional hours as part of the EYPP offer.		
Book Trust Letter Club Box Subscription £2970	Progress in Literacy requires motivation and engagement, which will help children develop persistence and enjoyment with their reading. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	3, 4

Review 2022 / 2023: All vulnerable pupils received a years' worth of Book Trust Letter Club Box parcels (one a month). Highly positive feedback and something the pupil's really looked forward to receiving.		
Subsidised educational visits for disadvantaged children. £110	Some families are unable to contribute towards the cost of out of school experiences such as educational visits, so these are funded by school. Whilst participation can have an impact on academic attainment, engagement in these activities of value in and of itself. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	2
Review 2022 / 2023: New approach introduced whereby parents are initially asked how much they are able to comfortably contribute, with school subsidising the rest.		
Wrap around care for disadvantaged children. £1800	Wrap around care, particularly over periods of school closure such as holidays offers great benefit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2, 3
Review 2022 / 2023: Childcare remains one of the highest areas of up take for vulnerable pupils. This has this year included childcare provided both at F&B but also at other providers (Junior School, Local Community Group).		
School Funded Rocksteady Music Lessons (including instruments for new beginners). £392	Wider benefits of arts activities include more positive attitudes to learning and increased wellbeing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 2
Review 2022 / 2023: 60% of pupils in receipt of PPG attended school funded Rocksteady Music Lessons. Remaining 30% accessed alternative music 1:1 sessions through a personalised curriculum.		
Targeted small group and 1:1 tuition for Phonics / mental wellbeing / Speech and Language £965.25	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 5
Review 2022 / 2023: Counselling (5 spaces across the school with a wait list), RWI 1:1 Tutoring (as many spaces as required), Speech & Language (7 spaces across the school with a wait list).		
Purchase of additional IPADs £700	Use of technology enhances teaching and learning for all children. Use of specific apps and websites on IPADs to support emotional regulation for some children. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1, 3
Review 2022 / 2023: Not required.		

Wellbeing Toolkits (for every disadvantaged child) £165	Actively engaging with parents helps to reinforce skills in the home environment. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1, 5
<p>Review 2022 / 2023: For EYPP pupil's received a 'home games' box, with a mixture of 10 board / family games to keep.</p> <p>Wellbeing Toolkits have been developed into class sensory boxes, with every class having a box / area that can now be accessed by all pupils. This box contains specific items that have been proven to support pupils in re-regulating.</p>		
Contingency fund for acute issues £1000	Based on experience we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
<p>Review 2022 / 2023: This was used for following:</p> <ul style="list-style-type: none"> - Transport to medical appointments; - Transport to social, emotional, mental health & wellbeing appointments; - Attendance incentives; - Required 1:1 staff to support delivery of a bespoke curriculum to meet the needs of individuals. 		

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 2020 to 2021 academic year.

See Pupil Premium Strategy Statement and Review 2021 - 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
Read Write Inc	Ruth Miskin

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?	See Pupil Premium Strategy Statement and Review 2021 - 2022
What was the impact of that spending on service pupil premium eligible pupils?	