

Pupil premium strategy statement

This statement details our school's use of pupil 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 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	215 children
Proportion (%) of pupil premium eligible pupils	7.5%
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	October 2023
Date on which it will be reviewed	September 2024 (Annually)
Statement authorised by	Lee Wells (Headteacher)
Pupil premium lead	Aimee Jones (INCo)
Governor / Trustee lead	Hannah Craig, Rosemary Shaw (Inclusion Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,132.20
Recovery premium funding allocation this academic year	£1000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£28,132.20

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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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?



Pupil Voice

We gather opinions of the child focusing on how they view their learning experiences. This is achieved through direct conversations with pupils and observations of them within their learning environment.

Parent Voice

Parents meet with the Pupil Premium Champion to share their opinions on their child's learning experiences. They have direct access (face to face, telephone and email) to the Pupil Premium Champion throughout their child's school journey.

Teacher PPG Meetings

Teachers meet with the Pupil Premium Champion where the pupil and parent voice is shared. Working together an individualised plan is put together for the provision that is offered to each child.

Provision Provided

Provision is provided and reviewed on a termly basis.

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
Increased emotional literacy in pupils. Development of pupils self-regulation toolkit.	<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.

	<ul style="list-style-type: none"> • Individual pupils have their own way of referencing emotions, in a way that is comfortable and relevant for them. • Thrive and Learn used successfully as an intervention to enhance PSHE and PSED curriculum. • Assessment, observation and discussion will show improved emotional literacy and self-regulation among pupils.
Cultural and enrichment experiences used to support vocabulary, knowledge and opportunities for self-development.	<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).
Disadvantaged pupils make expected or better progress than non-disadvantaged pupils in Phonics.	<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.
Families engage with school day activities including curriculum workshops.	<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.
Personalised support provided to families who may not meet thresholds for services, but still require some level of early help and intervention in order to thrive.	<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.

	<ul style="list-style-type: none"> • Observation and discussion will show positive impact of pastoral support for disadvantaged families.
Speech and Language: Development of pupils communication and language skills and vocabulary which can negatively impact their access to the full breadth of the curriculum	<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.

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>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>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

Staff CPD including LSAs £500	<p>CPD can help to improve overall standards. https://thenationalcollege.co.uk/news/why-is-staff-cpd-important</p> <p>Self-Regulation approaches and interventions have high impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>CPD increases teacher motivation, confidence and commitment to teaching. 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
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 3292.62

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Counsellor 1:1 Sessions £2000	<p>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/</p>	1, 5
RWI 1:1 Tutoring £482.62	<p>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</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	3
Release time for classroom staff to attend SALT sessions with children £486	<p>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</p>	1, 6

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

Total budgeted cost: £8202.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Hours in Nursery for EYPP £2000	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
Bespoke Pupil Premium Approach for each individual child (extra curricular activities, home learning packages) focusing on Cultural Capital. £3000	The Tiered Approach to pupil premium spending https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief-Poster.pdf?v=1695997709	2
Additional Meals in Nursery for EYPP £920	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	2
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
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
School Funded Rocksteady Music Lessons (including	Wider benefits of arts activities include more positive attitudes to learning and increased wellbeing.	1, 2

instruments for new beginners). £392	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
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
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
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
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

*There is a predicted underspend of £8177.36 currently. Our Pupil Premium Figures have increased significantly this year and this money is being directed towards supporting our most vulnerable families. The specifics for this are yet to be decided.

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 2022 - 2023

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
Essentials Maths	Herts for Learning

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 2022 - 2023
What was the impact of that spending on service pupil premium eligible pupils?	