

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	214
Proportion (%) of pupil premium eligible pupils	6%
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 2021
Date on which it will be reviewed	September 2022 (Annually)
Statement authorised by	Sue Wilcox / Jo Brooker
Pupil premium lead	Aimee Jones
Governor / Trustee lead	Sarah Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7625
Recovery premium funding allocation this academic year	£1551
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ -
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	£ 9176

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. All staff recognise the varying barriers that disadvantaged children can face that may impact their learning.

Our overarching objectives are to:

- Remove barriers to learning created by family circumstance and background;
- Develop confidence in pupils ability to communicate effectively within a wide range of contexts;
- Enable pupils to look after their social and emotional wellbeing through self-regulating their behaviours;
- Access a wide range of opportunities, both through school and home, to develop their knowledge and understanding of the world;
- Ensure all pupils are able to read fluently and have an understanding of the importance of the lifelong skill of reading.

In order to achieve our objectives we will:

(This is not an exhaustive list and will evolve based on the needs of the pupils)

- Provide all staff with high quality CPD to ensure that pupils access quality first teaching;
- Provide targeted intervention and support to address immediately identified gaps in learning;
- Provide targeted intervention and support to challenge children towards achieving Greater Depth;
- Provide opportunities for families and the wider community to develop their own knowledge in order to support their children;
- Provide appropriate nurture and development opportunities to enable pupils to effectively regulate their own behaviour both within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Social, Emotional and Mental Health: Emotional Wellbeing
2	Speech, Language and Communication Skills
3	Progress in Phonics
4	Attendance and Punctuality Issues
5	Parental Engagement: limited knowledge of the expectations of the curriculum, lack of strategies and ideas to support, limited access to resources at home.
6	Staff Awareness of Barriers to Learning for Disadvantaged Pupils

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
Social, Emotional, Mental Health	<p>Emotional wellbeing of pupils is supported across the school.</p> <p>Pupils are aware of self-regulation strategies.</p> <p>Staff are aware of 'Zones of Regulation' approach and embed this within practice.</p>
<p>Review: Zones of Regulation introduced as a whole school approach. All staff received specific training focusing on Self Regulation and what this means for F&B. This is common practice within all classrooms now and children are beginning to articulate and use the strategies in daily learning. Further supported by targeted group work from INCo and whole school approach from Mental Health Lead.</p>	
Speech, Language & Communication	<p>Increased communication skills in EYFS and KS1.</p> <p>All staff model high expectations for communication and language at all times.</p> <p>Children make good progress from starting point (initial Speech Therapy Report)</p> <p>Staff confidence and knowledge is improved through tailored CPD sessions with Speech and Language Therapist.</p>
<p>Review: 80% of support staff have now had the opportunity to observe on a first hand basis a sequence of Speech and Language Therapy sessions, in turn impacting their work within the classroom. Progress from starting point for children on Speech and</p>	

<p>Language Register is rapid, with feedback from home and class supporting the impact this is having.</p> <p>All staff have attended tailored sessions on supporting communication and language at F&B, including priorities for the school and how these are being addressed.</p> <p>Introduction of colourful semantics as an intervention, of which 2 support staff have received tailored training in, has really supported children with sentence understanding and structure.</p>	
Phonics	<p>90% of pupils in Y1 pass Phonics Screening Check.</p> <p>RWI successfully embedded across EYFS and KS1.</p> <p>Pupils reading and comprehension skills have improved from their start point.</p>
<p>Review: Pass rate of ?? for Phonics. For the ? children who did not meet threshold there are identifying reasons why with clear case studies.</p> <p>Group of Year 1 children trialled successful Greater Depth Reading Comprehension lessons delivered by Inclusion TA and overseen by Inclusion Lead.</p> <p>RWI successfully embedded across all year groups – monitoring of this from School Improvement Partner.</p> <p>Following review and audit of Interventions across the school, RWI tutoring introduced and is now centralised to be the only reading intervention across the school.</p>	
Attendance and Punctuality	<p>Children who are eligible for the Pupil Premium attend school at least as well as other children (no in-school gap).</p> <p>Disadvantaged pupils arrive on time to school ready to learn.</p>
<p>Review: Attendance for PPG children is in line with all other children in the school. For children with attendance below the national average there are clear reasons including wider support strategies for the families and how this is monitored.</p> <p>Pupil Premium funding for certain families has gone directly towards 'school readiness' resources – rucksacks, home learning and routine equipment, transport to school.</p> <p>Clear case studies identifying how attendance has improved as a result of the PPG funding.</p>	
Parental Engagement	<p>Close and trusting relationships with parents and carers supports them to be informed and connected with their children's education.</p> <p>Engaging adult education opportunities provided by school support parents to further their own education and the understanding of their children's education.</p> <p>Parents/families are more able to support children's education.</p> <p>Parents / families are aware of their children's strengths and areas for development and are equipped to support them to progress with these.</p>
<p>Review: PPG process audited and new approach introduced throughout the course of the year. All parents now have the opportunity to meet 3 times a year with the PPG Lead, working collaboratively and transparently to decide on where the funding can be</p>	

best utilised to support their child. This is triangulated through all other stakeholders in the form of pupil voice, and Teacher PPG meetings.

Parental feedback regarding the transparency and availability of the school to discuss PPG funding highly positive.

Staff Expectations for Disadvantaged Pupils

All staff have high expectations for all disadvantaged pupils.

All staff have a relentless focus on improving attainment for disadvantaged pupils through engagement in lessons.

Specific interventions are planned to meet the needs of pupils and enable greater levels of progress.

Review: Focus across the school on PPG (fortnightly Inclusion updates, half termly PPG meetings, communication transparency, half termly Inclusion CPD for all staff) ensures all staff are aware of the priorities for PPG within the school and how these are being addressed.

Audit of interventions across the school and the centralisation of interventions has ensured that need of pupils are being met – this included introduction of ‘intervention tracker’.

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: £ 2335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc CPD and Resources	Children refer to RWI and can articulate the strategies used to support their reading. Half Termly RWI assessments show progress. RWI resources provided for all disadvantaged families to continue learning at home.	3
School based speech and language therapist	Speech and Language Therapy Documentation. Speech and Language Therapist in school every week working alongside classroom staff.	2
Steps Approach	The Steps approach is embedded within school culture. Parents are aware of the Steps Approach and have been consulted. Challenging situations are quickly de-escalated using Steps Approach.	1, 5
Inclusion CPD	All staff aware of whole school approach to Inclusion and work to embed new policies and procedures. Inclusion Lead monitors and provides CPD opportunities for all staff.	1, 2, 6

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

Budgeted cost: £ 3775.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Counsellor 1:1 Sessions	Children feel confident in expressing their emotions. Counsellor in school once a week. Counsellor feedback and reports.	1
RWI 1:1 Tutoring	Children refer to RWI and can articulate the strategies used to support their reading. Half Termly RWI assessments show progress. RWI teaching plans.	3, 6
SALT group and 1:1	As evidenced in individual student speech and language assessments and review reports.	2
1:5 before / after school club enrichment sessions	Children at the expected level are sufficiently challenged to move them towards Greater Depth.	6
Inclusion Lead Intervention and Staff Support	As evidenced in Inclusion Documentation and pupil progress. Inclusion Lead visible presence in classroom modelling high quality teaching.	6

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

Budgeted cost: £ 3,065.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Hours in Nursery	Additional attendance at nursery setting.	4
Subsidised educational visits	Some families are unable to contribute towards the cost of out of school experiences such as educational visits, so these are funded by school.	1
Inclusion Learning Support Practitioner	Progress of children from their starting point shows impact of use of additional support / staff.	1,2,3

Subsidised school uniform	Children arrive school ready. Children feel part of the school community.	5
Parent Workshops	Parents are engaged and able to support their children with their learning. Parents feel more confident with aspects of the curriculum.	5
School Funded Rocksteady Music Lessons (including instruments for new beginners).	Some families are unable to contribute to in-school enrichment activities such as music lessons, so these are funded by school.	1
Small group and 1:1 support for wellbeing and mental health	1:1 and small group interventions cater for the wellbeing needs of pupils.	1
French and Spanish Language Lessons	Attendance at before school language clubs. Understanding of the development of language skills.	1, 2
Transport	Pupils arrive at school on time each day.	4
Behaviour and Intensive Family Support Sessions	Few entries in school behaviour log. Strong and consistent communication and approaches to behaviour between home and school. Use of advisory services to support specific families.	5, 1

Total budgeted cost: £ 9176

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 2020 - 2021
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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
Connecting Steps	B Squared

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 2020 - 2021
What was the impact of that spending on service pupil premium eligible pupils?	