

Bounds Green Federated Schools



Bounds Green Infant School

Pupil Premium Grant Strategy Statement

- **School & Funding Overview**
 - **PPG Strategy Plan**
- **Review of outcomes/impact in previous academic year(s)**

What is the Pupil Premium Grant?

The Pupil Premium is a government grant that targets extra money at pupils from disadvantaged backgrounds. Research shows that these pupils generally underachieve compared to their peers. The premium is given to schools so that they can provide additional support for these pupils and ensure they reach their potential.

The Government calculates how much Pupil Premium money each school receives by looking at the number of children at the school who have been registered for free school meals at any time within the last 6 years, and at the number of children in local authority care. These are used as general indicators of deprivation. The school then receives a fixed amount of money per qualifying pupil.

The Government is not dictating how schools should spend this money, but schools have to show that they are using it effectively to narrow the achievement gap between children from disadvantaged backgrounds and others. A School's spending strategy should be informed by research evidence, referring to a range of sources, including the toolkit published by the Education Endowment Foundation (EEF).

School performance tables include information about the attainment of pupils from disadvantaged backgrounds compared with their peers. This has not been possible for 2020 and 2021 during the pandemic when statutory assessments did not take place.

How does the school use this money?

The school uses the Pupil Premium grant to fund staffing to either run targeted interventions for pupils from vulnerable groups, or to fund staffing and staff training to improve the quality of teaching & learning which is proven to be the most effective way of raising the achievement of all pupils, especially disadvantaged pupils, or to support disadvantaged pupils' access to enriched educational experiences such as music lessons or visits. Governors ensure that the needs of socially disadvantaged pupils are adequately addressed. Children's progress is monitored through termly meetings between the school's senior management and class teachers, and governors receive reports on the results.

The Governors of the school recognise that not all pupils who are identified as qualifying for PPG will be socially disadvantaged. They also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

The Inclusion Leader, together with the Headteacher and SLT, will maintain an ongoing programme of support for disadvantaged pupils, which will be overseen by the Governors' Teaching, Learning & Curriculum Committee.

The school's Governing Body will continue to maintain an oversight of the impact of teaching and learning throughout the school to make sure it meets the needs of all pupils, including those from disadvantaged backgrounds.

What have we achieved to date and plan to achieve through use of the Pupil Premium?

Our major concern is the achievement of children. Over the next few years our aspiration is to diminish the difference in achievement between children from advantaged backgrounds and those that face challenges.

Extract from Ofsted Report (March 2017)

"Disadvantaged pupils do at least as well as their classmates, and other pupils nationally, in reading, writing and mathematics"

Pupil Premium Strategy Statement (Sept 2022 – July 2025)

School Overview

Detail	Data
School name	Bounds Green Infant School
Number of pupils in school	325
Proportion (%) of pupil premium eligible pupils	<ul style="list-style-type: none"> Oct. PLASC 2022 - 25
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	The Strategy Plan covers the next 3 academic years: <ul style="list-style-type: none"> 2022/23 2023/24 2024/25
Date this statement was published	November 2022
Date on which it will be reviewed	Twice yearly: <ul style="list-style-type: none"> October following review of end academic year attainment May at annual budget setting
Statement authorised by	Will Wawn
Pupil premium lead	Jess King
Governor lead	Mark Chapman / Andrew Gordon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,260
Recovery premium funding allocation this academic year	£4,060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for the 2022/23 fiscal year / academic year	£42,320

NB. PPG funding is calculated on the numbers of pupils who have been registered as entitled to FSM at any time within the last 6 years (called the 'Ever 6' method) at the time of the October annual census data. The School may also receive Pupil Premium for pupils who have previously been in care. This is called Pupil Premium Plus (Please see school guidance at bottom of page in relation to this).

It is important to understand that the PPG is allocated and spent in accordance with the financial year which is not aligned with the academic year. This means that the use and impact of PPG for the financial year crosses two academic years, the summer term of one academic year, and the Autumn and Spring terms of the next academic year.

Note re. Pupil Premium Plus

Pupil premium plus is currently £2,345 per child per year. The money is paid directly to the school, it isn't ring fenced and schools do not have to spend the money on an individual child. It is up to the school how they spend the money, although schools should look at the particular needs of a looked after child or previously looked after child. The Department for Education recommends that schools consult with parents and guardians when making decisions about how the money is spent.

At Bounds Green our approach is that the core element of the Pupil Premium Plus (£1,345) is used as part of the School's wider PPG strategy to maximise impact. We liaise with parents & guardians with regard to the additional amount on top of this to personalise the expenditure according to the needs of the child.

Statement of Intent

The core principle underpinning our PPG Strategy is to ensure the attainment/achievement gap between our disadvantaged and non-disadvantaged pupils is narrowed, and ultimately closed. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our Key Objective is therefore "To accelerate progress of disadvantaged/vulnerable pupils, especially those at risk of underachieving".

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, for example through a focus within staff performance appraisal

Our current PPG Plan continues the strategies used prior to the pandemic which had proved successful in achieving our overall aim. These are as follows in summary:

- To improve the quality of first wave teaching to impact on achievement of disadvantaged pupils (thorough research indicates this is the pivotal factor in raising achievement of disadvantaged pupils)
- To accelerate progress and attainment of disadvantaged pupils through use of targeted TA support and interventions
- To enable wider access for disadvantaged/FSM pupils to specialist music tuition and Art tuition
- To support disadvantaged/vulnerable pupils to develop self esteem/confidence to impact on 'capacity to learn'
- Ensuring high quality, and quantity, of CPD (delivered internally & externally) to develop staff & improve quality of teaching & learning
- Ensure Subject/Middle Leaders have regular, sufficient leadership & management time to support staff & improve quality of teaching & learning

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from on entry to the Infant School through to end KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments & observations indicate disadvantaged pupils generally have greater difficulties with reading fluency, stemming from less secure phonics, underdeveloped vocabulary, less secure contextual & syntactic cueing, etc. than their peers. This negatively impacts their development as readers, and impacts on progress in wider curriculum
3	<p>Internal and external (where available) assessments indicate that attainment in the core areas of RWM among disadvantaged pupils is below that of non-disadvantaged pupils, and for 2022 end KS1 assessments below 2022 national averages.</p> <p><i>Nb. The 2021/22 Y2 cohort had only 13% of cohort PPG pupils & a significant number had other compounding issues as barrier to attainment eg. SEND.</i></p>
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>

Summary of PPG Strategy & Expenditure 2022-23 (onwards through 23/24/ & 24/25 dependent on review/funding)

Summary of Objectives in spending PPG:

Key Objective: To accelerate progress of disadvantaged/vulnerable pupils, especially those at risk of underachieving

- To improve the quality of first wave teaching to impact on achievement of disadvantaged pupils (thorough research indicates this is the pivotal factor in raising achievement of disadvantaged pupils)
- Specific focus cross R-Y2 on Phonics/Early Reading development through coherent, systematic SSP and Reading Scheme, redeploying significant staff support Mon-Wed each week between 9.00-10.45am (SEE SDP Objective 1)
- To accelerate progress and attainment of disadvantaged pupils through use of targeted TA support and interventions
- To enable wider access for disadvantaged/FSM pupils to specialist music tuition and Art tuition
- To support disadvantaged/vulnerable pupils to develop self esteem/confidence to impact on 'capacity to learn'

Objective/Desired Outcome	Action/Approach	Evidence/Rationale	Targets/Success Criteria	Cost
To improve the quality of first wave teaching to impact on achievement of disadvantaged pupils	20% of full Infant salary cost of Senior teacher deployed as non-classed based to lead the school in developing outstanding teaching & learning, targeting pupil groups, etc, thereby raising overall quality across the School, and so raising achievement of pupils.	<ul style="list-style-type: none"> • Teaching and Learning Toolkit, • NfER report on supporting the attainment of disadvantaged pupils • Ofsted's reports on the pupil premium • EET & Sutton Trust reports on effective use of PPG • evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) <ul style="list-style-type: none"> • The EEF guidance is based on a range of the best available evidence: • Improving Mathematics in Key Stages 2 and 3 	<ul style="list-style-type: none"> ➢ Improved Achievement of PPG pupils across school leading to differences or gaps diminishing ➢ >% of Outstanding teaching through triangulated M&E ➢ Disadvantaged pupils meeting / exceeding progress targets 	£15,987
To improve the quality of first wave teaching to impact on achievement of disadvantaged pupils	<p>Ensuring high quality, and quantity, of CPD (delivered internally & externally) to develop staff & improve quality of teaching & learning</p> <p>Purchase of Little Wandle Resources (9% of total cost)</p> <p>(SPECIFIC FOCUS ON ROLL OUT OF LITTLE WANDLE SSP CPD TO ALL SUPPORT STAFF AND Y2 TEACHERS)</p> <p>Ensure Subject/Middle Leaders have regular, sufficient leadership &</p>	<ul style="list-style-type: none"> • Teaching and Learning Toolkit, • NfER report on supporting the attainment of disadvantaged pupils • Ofsted's reports on the pupil premium • EET & Sutton Trust reports on effective use of PPG • evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) <ul style="list-style-type: none"> • The EEF guidance is based on a range of the best available evidence: • Improving Mathematics in Key Stages 2 and 3 	<ul style="list-style-type: none"> ➢ PPG KPIs: 2023 R & Phonics EXS Y1 – 67% (10/15) Y1 Phonics – 70% Y2 – 70% (7/10) 2023 W EXS:: Y1 – 40% (6/15) Y2 – 60% (6/10) 	<p>£1,290</p> <p>£1,500</p>

	management time to support staff & improve quality of teaching & learning			
To accelerate progress and attainment of disadvantaged pupils through use of targeted Teacher support	9% Cost of Specialist 'Numbers Count' Maths teacher (2 days per week) to improve quality of T&L in Maths, accompanied with intervention support to raise achievement in Maths at end KS1	<ul style="list-style-type: none"> Teaching and Learning Toolkit, NfER report on supporting the attainment of disadvantaged pupils Ofsted's reports on the pupil premium EET & Sutton Trust reports on effective use of PPG evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) <ul style="list-style-type: none"> 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	<ul style="list-style-type: none"> ➤ As above, but specifically in relation to Maths ➤ PPG KPIs: <i>KS1 Maths 2023 EXS</i> ➤ Y2 – 73% 	£5,599
To accelerate progress and attainment of disadvantaged pupils through use of targeted Teacher & TA support and interventions	9% (25/270 NOR) Contribution to KS1 TA salary costs to support: 3% of KS2 TAs and Inclusion SNAs redeployed to support Early Reading between 9.00-10.45 (R-Y2) <ul style="list-style-type: none"> In & out of class TA support/interventions – "Catch up to Keep up" Use of School-Led Tutoring (22/23 only) utilising Recovery Premium grant to support raising attainment in W in Y2 (Feb-May 23) 	<ul style="list-style-type: none"> As above, impact proven in prior years 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	<ul style="list-style-type: none"> Achievement of PPG pupils across school leading to differences or gaps diminishing 	£13,540
To enable wider access for disadvantaged/FSM pupils to specialist music tuition	9% PPG contribution to salary & SLA costs for specialist Music teaching: <ul style="list-style-type: none"> Specialist Singing Teacher (Rec – Y2) 	<ul style="list-style-type: none"> M&E evidence of enrichment to all pupils, but especially disadvantaged who have less access to either extra-curricular or individual paid tuition 	<ul style="list-style-type: none"> ➤ Quality of T&L in these areas, and attainment of pupils, continues to be outstanding. ➤ Link to achievement of PPG pupils across school leading to differences or gaps diminishing ➤ 	£730
				£236

To enable wider access for disadvantaged/FSM pupils to specialist Art tuition	3% PPG contribution (Y2 only) to salary costs for specialist Art teaching	<ul style="list-style-type: none"> M&E evidence of enrichment to all pupils but especially disadvantaged who have less access 	<ul style="list-style-type: none"> ➤ Quality of T&L in these areas, and attainment of pupils, continues to be outstanding. 	£1,336
To enable wider access for disadvantaged/FSM pupils to specialist MFL tuition	3% PPG contribution (Y2 only) to salary costs for specialist Spanish teaching	<ul style="list-style-type: none"> M&E evidence of enrichment to all pupils, but especially disadvantaged who have less access to either extra-curricular or individual paid tuition 	<ul style="list-style-type: none"> ➤ Quality of T&L in these areas, and attainment of pupils, continues to be outstanding. ➤ Link to achievement of PPG pupils across school leading to differences or gaps diminishing 	£1,720
To support disadvantaged / vulnerable pupils to develop self esteem / confidence to impact on 'capacity to learn'	3% contribution to specialist Art therapist SLA & Learning Mentor support costs to improve learning behaviours, attitudes, self-esteem by supporting vulnerable pupils	<ul style="list-style-type: none"> Impact in previous years on vulnerable at risk pupils eg. no exclusions, improved attendance, behaviour data & feedback, etc. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) 	<ul style="list-style-type: none"> ➤ > attendance for targeted pupils ➤ Improved behaviour data ➤ Improved achievement 	£718
TOTAL 2022/23 PPG INCOME (INCLUDING RECOVERY PREMIUM 22/23 ACADEMIC YEAR)				£42,320
TOTAL 2022/23 PLANNED PPG EXPENDITURE				£42,656

Review of outcomes in the previous academic year

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

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils in terms of end KS1 assessments in 2022, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. *Nb. The 2021/22 Y2 cohort had only 13% of cohort PPG pupils & a significant number had other compounding issues as barrier to attainment eg. SEND.*

Self-evaluation has led to SDP priority on implementing SSP Little Wandle programme, with redeployment shift of staff across Rec – Y2 between 9.00-10.45, 3 mornings per week to prioritise Phonics & Early Reading in 22/23.

Whilst PPG pupils made good progress from prior starting points in 21/22 academic year as a result of PPG strategy (in line with peers), attainment was still below non PPG peers a legacy of prior COVID lockdowns.

Overall attendance in 2021/22 was higher for PPG than the national average.

