

# Bounds Green School

## Pupil premium strategy statement 2022-23

This statement details Bounds Green Infants School's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	Infants:325 (October 2022 census)
Proportion (%) of pupil premium eligible pupils	Infants: 12.6% (at budget setting)
Academic year/years that our current pupil premium strategy plan covers	Infants: 2021-24
Date this statement was published	
Date on which it will be reviewed	Infants: July 2024
Statement authorised by	Nadine Lewis (Headteacher)
Pupil premium lead	Jess King
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Infants: £52,000
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	Infants: £5,075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Infants: £0
<b>Total budget for this academic year</b>	Infants £57,075

# Part A: Pupil premium strategy plan

## 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:

## 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	Internal and external (where available) assessments indicate that attainment in the core areas of RWM is variable among disadvantaged pupils and often below that of non-disadvantaged pupils in our school.
4	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.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.

## 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 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)	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
To accelerate progress and attainment of disadvantaged pupils through use of targeted TA support and interventions	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
To enable wider access for disadvantaged/FSM pupils to specialist Music tuition, Spanish MFL and Art tuition	Achievement of PPG pupils leading to differences or gaps diminishing Quality of T&L in these areas and attainment of pupils continues to be outstanding
To support disadvantaged/vulnerable pupils to develop self esteem/confidence to impact on 'capacity to learn'	Improved attendance for targeted pupils Improved behaviour data Improved achievement
Ensuring high quality and quantity of CPD (delivered internally & externally) to develop staff & improve quality of teaching & learning	Support days provided by HEP fully taken up Identified teachers receive tailored CPD (internal and external) which is well matched to need
Ensure Subject/Middle Leaders have regular, sufficient leadership & management time to support staff & improve quality of teaching & learning	Greater consistency in teaching Phase Leaders' roles are fully developed and impact on consistency in teaching,

	<p>learning, assessment, behaviour, staff well-being</p> <p>Foundation subject curriculum planning and assessment fully in place</p>
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## 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)

Infant Budgeted cost: £24,012

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Leadership Team 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. (20% of full Infant salary cost)	<p><a href="#">NfER report</a> on supporting the attainment of disadvantaged pupils</p> <p><a href="#">Ofsted's reports</a> on the pupil premium</p> <p>EET &amp; Sutton Trust reports on effective use of PPG</p> <p>evidence-based approaches:</p>	1, 2, 3
High quality and quantity of CPD (delivered internally and externally) to develop staff and improve quality of teaching and learning, e.g. Walk Thru training to develop consistent approach to pedagogy through the	<p>We know that Quality of Teaching impacts disproportionately on the progress of disadvantaged children (Sutton Trust). To secure good teaching, we have invested in professional development for staff so that children receive high quality teaching in their daily lessons</p> <p>NfER / Ofsted reports on attainment of PPG</p> <p>EET and Sutton Trust reports on effective use of PPG</p>	1, 2, 3
Ensure Subject/Middle Leaders have regular, sufficient leadership & management time to	<p>We know that Quality of Teaching impacts disproportionately on the progress of disadvantaged children (Sutton Trust). To secure good</p>	4

support staff & improve quality of teaching & learning Infants: 13% of L&M time (Subjects leaders and phase leads)	teaching, we have invested in professional development for staff so that children receive high quality teaching in their daily lessons NfER / Ofsted reports on attainment of PPG EET and Sutton Trust reports on effective use of PPG	
Infants: Little Wandle fully and consistently implemented. Additional adults for 1.5 hours 3 days a week to teach LW groups	Little Wandle is a DfE approved Synthetic Phonics Teaching Scheme which has very strong evidence base for efficacy. Additional adults allow us to accurately target teaching to children's current level of knowledge of phonics	1, 2, 3
Infants: First cycle of daily Mastering Number rolled out across Reception and KS1. Mastering Number leads (YR-Y2) fully trained by end of academic year	Mastering Number secures strong number sense for all children so that children leave KS1 with fluency in calculation and a deep understanding of number. Emerging research shows that children's numeracy outcomes have substantial, positive association with adult socio-economic status.	3

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

Infant Budgeted cost: £39,258

Activity	Evidence that supports this approach	Challenge number(s) addressed
Infants: Little Wandle "keep up" in place	Impact proven in previous years. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils of those falling behind both 1 to 1 and in small groups (EEF Reports: One to one tuition and Small group tuition) Little Wandle is a DfE approved Synthetic Phonics Teaching Scheme which has very strong evidence base for efficacy	2, 3
Infants: 13% Contribution to Reception NNEB / Y1 and Y2 TA salary costs	Impact proven in previous years. Tuition targeted at specific needs and knowledge gaps has been shown to be an effective method to support low	1, 2, 3

to support: In & out of class TA support/interventions	attaining pupils of those falling behind both 1 to 1 and in small groups (EEF Reports: One to one tuition and Small group tuition)	
Infants Volunteer reading support: Beanstalk (x1) for early reading support.	Impact proven in previous years. 1:1 reading support allows volunteers to focus on each child's individual needs and has been shown to improve children's general attitude to learning. It also develops confidence and self-esteem and social and emotional presentation	1, 2
Number Champions Infants (Y2) - (x4) for out of class 1:1 support in building confidence in Maths	Succeeding in Maths increases self-esteem and involvement in continued education and education as a whole and has been shown to have positive effects on life chances. Early stage support is important for mastering key concepts, building confidence and engaging in classroom lessons. The 1:1 aspect allows the volunteers to hone in on each child's individual needs and tailor the sessions accordingly.	3
Years Rec and 1 Talk Boost Speech and Language Intervention led by Teaching Assistants	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills. Pupil Premium children are prioritised for inclusion in this intervention where there are more children than places available. EEF evaluation shows this intervention is effective.	1, 2
	Saturday morning programme for Y4 - 7 children of Caribbean or African heritage with a focus on key reading and writing skills through texts that show diversity cultures and community. Nia Academy aims to promote academic excellence within a strong cultural context, through which a sense of purpose, identity, and belonging will be emphasised.	3, 4

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

Infants Budgeted cost: £ 15,144

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enabling wider access for disadvantaged children to specialist music tuition. Infants: 13% PPG contribution specialist singing teaching R - Y2 Juniors: 23% PPG contribution to specialist music teaching SLA for Y4</p>	<p>M&amp;E evidence of enrichment to all pupils but especially disadvantaged who have less access to either extra-curricular or individual paid tuition</p>	<p>4</p>
<p>Enabling wider access for disadvantaged children to specialist Art teaching. Infants: 13% of Y2 PPG contribution... 23% PPG contribution to specialist MFL teacher</p>	<p>M&amp;E evidence of enrichment to all pupils but especially disadvantaged who have less access to enrichment</p>	<p>4</p>
<p>Enabling wider access for disadvantaged children to specialist Spanish MFL teaching. Infants: 13% of Y2 PPG contribution... 23% PPG contribution to specialist MFL teacher</p>	<p>M&amp;E evidence of enrichment to all pupils but especially disadvantaged who have less access to enrichment</p>	<p>4</p>
<p>Support disadvantaged / vulnerable pupils to develop self esteem / confidence to impact on 'capacity to learn' Specialist Art therapist SLA Music Therapist SLA, &amp; Learning Mentor support costs to improve learning behaviours, attitudes, self-esteem by supporting vulnerable pupils</p>	<p>Impact in previous years on vulnerable at risk pupils eg. no exclusions, improved attendance, behaviour data &amp; 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): <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>
<p>Financial support to families of PPG/vulnerable pupils to enable attendance/inclusion on Y6 residential journey</p>	<p>M&amp;E evidence of enrichment to all pupils but especially disadvantaged who have less access</p>	<p>4</p>

Therapeutic support for identified children: Learning mentor to provide support for emotional needs	Some children's barrier to learning is their emotional needs and they are not able to access learning in class unless these needs are met. Tracking over time shows therapeutic input enables children to engage with learning and so to make progress	3,4
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**Infant Total budgeted cost: £78,414**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Attainment

Outcomes for disadvantaged pupils at the end of KS1 show higher attainment in Writing and Maths at both expected standard and greater depth standard compared to Haringey and National but lower attainment in Reading.

Y1 phonics and GLD outcomes are lower for disadvantaged children compared to non-disadvantaged pupils and compared to Haringey and National outcomes.

	School Dis	School non-Dis	National Dis	Haringey Dis
GLD	50%	76%	52%	62%
Phonics	47%	78%	67%	75%
KS1 R,W,M EXS+	40%	63%	40%	51%
KS1 Reading EXS	40%	69%	54%	63%
KS1 Reading GDS	10%	22%	9%	16%
KS1 Writing EXS	50%	65%	45%	56%
KS1 Writing GDS	0%	4%	3%	9%
KS1 Maths EXS	80%	74%	56%	65%
KS1 Maths GDS	30%	21%	8%	14%

	School Dis	School Non-Dis	National Dis	Haringey Dis
KS2 RWM EXS+	32%	71%	44%	55%
KS2 RWM GDS	9%	22%	3%	7%
KS2 Reading EXS+	68%	88%	60%	67%
KS2 Reading GDS	18%	47%	18%	21%
KS2 Writing EXS+	36%	75%	58%	68%
KS2 Writing GDS	9%	28%	7%	16%
KS2 Maths EXS+	55%	91%	59%	69%
KS2 Maths GDS	14%	37%	13%	18%

Our consolidated Y2 phonics outcomes for 2022-23 shows that all disadvantaged children reached the threshold of the phonics test by the end of Y2.

#### Progress

Our internal data shows that current KS progress for disadvantaged pupils is more rapid than for non-disadvantaged pupils in KS1 in Reading and Maths and roughly equal in Writing. However, progress for disadvantaged pupils across the school is not consistently strong (internal and external data).

As a result of information we glean from both attainment and progress data, we have concentrated teacher focus and accountability of attainment and progress of disadvantaged

pupils through Pupil Progress Reviews to ensure that all teachers are ambitious for these children.

Attendance for PPG children is 91% compared to 94.5% for non-PPG. Authorised absences, unauthorised absences and lates are all slightly higher compared to non-PPG.

The investment in a restorative approach to addressing behaviour supports children from disadvantaged backgrounds, a number of whom require additional support to regulate their behaviour and who are disproportionately represented in behavioural incidents.

## Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds	Wandle Learning Trust
Mastering Number (Reception and KS1)	NCETM in collaboration with London Central Maths Hub
Beanstalk Reading Volunteers	Coram Beanstalk registered charity
Number Champions	Number Champions registered charity
Art Therapy	Coram Beanstalk registered charity
Music Therapy	Coram Beanstalk registered charity
Talk Boost	I Can