



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 | Wootton Bassett Infants |
| Number of pupils in school | 110 |
| Proportion (%) of pupil premium eligible pupils | 8% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2021-24 |
| Date this statement was first published | December 2021 |
| Date this statement was published for 2023-24 | September 2023 |
| Planned Date 2023-24 strategy to be reviewed | July 2024 |
| Statement authorised by | Alison Pass |
| Pupil premium lead | Alison Pass |
| Governor | Michelle McDermitt |

Funding overview 2023-24

| Detail | Amount | Actual |
|---|---------|--------|
| Pupil premium funding allocation this academic year | £23,950 | |
| Recovery premium funding allocation this academic year | £2320 | |
| 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 | £26,270 | |

Part A: Pupil premium strategy plan

Statement of intent

At Wootton Bassett Infants' we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. We aim to support all children to develop their emotional wellbeing and academic skills but also to provide opportunities to enrich their understanding of the world and enjoy different experiences both within the school grounds and in the wider community. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for Looked after Children (LAC) and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

This plan outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedure for ensuring the funding is allocated correctly.

As an infant school, we appreciate the vital importance of children's formative years, and we ensure that children benefit from the delivery of consistent quality first teaching. We aim, through additional support and intervention, to reduce the barriers that some disadvantaged children have to their learning and take every opportunity to increase their cultural capital. We will support children and families through parental engagement and attendance of pupils. With these systems in place, equality of access to education is established. Children entitled to PPG are assessed, provision is identified, and progress is monitored throughout the school year. Our approach will be routed in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Gaps in learning for pupil premium children (specifically in writing/reading/phonics and number fluency) have been identified by teacher assessment. |
| 2 | Poor emotional wellbeing and resourcing are evident through analysis of behaviour records and outcomes of ELSA assessments. These factors present a barrier to learning. |
| 3 | Observations and discussions with children indicate limited life experience leading to reduced cultural capital. |
| 4 | Assessments, observations, and discussions with children, indicate under-developed language and communication skills on entry to reception. |
| 5 | Attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. |

Intended outcomes for the end of the 3 year Strategy so by Sept 2024

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.

| Detail | Forecast | Actual |
|---|----------|--------|
| Teaching | £12,270 | |
| Targeted Academic support: | £8,000 | |
| Wider strategies (for example, related to attendance, behaviour, wellbeing) | £6,000 | |
| Total: | £26,270 | |
| Carry forward to 2024-25: | | |

| Intended outcome | Success criteria |
|---|---|
| <p>1. Quantify and narrow outcomes across the curriculum for children entitled to PPG with a particular focus on writing in 2023-24.</p> | <ul style="list-style-type: none"> • Children entitled to PPG to achieve in line with or above national expectations for GLD • Children entitled to PPG to achieve in line or above the national average expected standard in Phonics annually 100% in year 2 / 100% in year 1 • Children entitled to PPG to achieve in line or above the national average progress scores in KS1 Reading annually • Children entitled to PPG to achieve in line or above the national average progress scores in KS1 writing annually. • Children entitled to PPG to achieve in line or above the national average progress scores in KS1 maths annually. |
| <p>2. Increase capacity to support social, emotional, and mental health wellbeing for children entitled to PPG</p> <p>Affordable school initiative in Sept 2023 (HUB OBJECTIVE) to enhance the offer for all families and pupils at WBIS.</p> | <ul style="list-style-type: none"> • Improvement of identified social and emotional issues for PPG children by at least 80% over the duration of targeted ELSA interventions. • Enhanced focus on empathy demonstrable through improvements to PSHE and the wider curriculum. • All children to have correct school uniform and PE kits (provided by school from retained storage if necessary). • School to liaise with home to ensure correct |

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| | <p>equipment and uniform and intervene where necessary.</p> <ul style="list-style-type: none"> • Casting the wider net to support families that are struggling due to cost of living crisis |
| <p>2. Improved cultural capital and life experience for all children entitled to PPG.</p> <p>Ensure trips are affordable and find strategies to support families so that the children continue to have the experiences we want to offer.</p> <p>Survey parents re trips/ experiences and costs</p> <ul style="list-style-type: none"> • Music • Cooking • Sporting events | <ul style="list-style-type: none"> • All children to attend at least one school trip per year • All children to experience specialist visitors in school • Music lessons to be made available for targeted pupils entitled to PPG • Leisure activities are made accessible to targeted children entitled to PPG • Life skills such as cooking are accessible to targeted children entitled to PPG. |
| <p>3. Children to be able to communicate their needs and access the curriculum in line with their peers.</p> <ul style="list-style-type: none"> • SIP objective to focus on Early Language. • CPD • Specialist SALT TA • EAL support TA | <ul style="list-style-type: none"> • Evidence that children are assessed on entry to reception to identify those requiring specialist support – evidence of impact of interventions in making progress through SEN Passport and tracking document. • Language development is a focus for all children |
| <p>4. Attendance for children entitled to PPG to be increasingly in line with their peers.</p> <ul style="list-style-type: none"> • Attendance monitoring • EWO meetings | <ul style="list-style-type: none"> • Overall absence rate for children entitled to PPG to be no more than 3% lower than their peers. |

Activity in this academic year (Sept 2023 – Sept 2024)

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: £12,270 (contribution to whole cost)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Consolidation of Unlocking Letters and Sounds (a DfE validated Systematic Synthetic Phonics programme) to secure and maintain even stronger phonics teaching for all pupils.</p> <p><u>Specific aspects</u></p> <ul style="list-style-type: none"> • Focused interventions • Fidelity to the scheme • Training new staff • Regular monitoring • Team teaching • 2-3 week assessments for EYFS and the vulnerable children. | <p>Assessment of children currently on roll shows that phonetical development is slower for PP children in line with government research, despite good school phonic outcomes overall.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The systematic phonics approach as exemplified by Unlocking Letters and Sounds has a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. For this reason the school has selected this programme as our new SSP and will train all staff in this ready for full implementation across the school from Sept 22:</p> <p>https://www.unlockinglettersandsounds.com/key-information</p> | 1, 4 |
| Raise capacity of Teachers to deliver Quality First Teaching to Children entitled to PPG | <p>Data collected during and after lockdown demonstrates a need for significant catch up in lost learning for vulnerable children. We believe that an investment in single year group classes reduces curricular and differentiation complexity allowing for the maximum additional progress to be achieved. This investment in additional teacher provision is planned for one year only to maximise the progress made by the children with the largest shortfall in academic progress. This is supported by strong evidence that preventing the need for mixed year groups based on financial imperative improves children's outcomes.</p> | <p>1, 4</p> <p>1</p> <p>1</p> |

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| <p>Specific aspects which will be addressed through quality first teaching are as follows:</p> <ul style="list-style-type: none"> • Doubling the number of new phonic sounds learned weekly in Foundation Stage 2 classes (FS2) • More frequent assessments for EYFS and vulnerable children to identify gaps quickly so they can be narrowed immediately. • PP children identified and spotlighted in all sessions with additional support. • Introducing a revised marking and feedback policy. • 2022-23 Developing the mastery curriculum and introducing the priority curriculum in Year 1 in conjunction with the Maths Hub. • 2022-23 Introduction of Mastering number/ maths fluency. 2023-24 consolidation • 2023-24 Year 4 Sustaining Mastery • Additional release time: Curriculum leaders of core subject areas have time to spend in classrooms to support the development of teaching staff in their subject area against an identified focus | <p>http://multigrade.ioe.ac.uk/fulltext/fulltextBerrymixedage.pdf</p> <p>CPD: Teachers upskilled in areas of the curriculum to empower the most vulnerable children to develop their skills and make good progress.</p> <ul style="list-style-type: none"> • Accelerating learning and early reading skills. • Raising standards in maths across the school with an emphasis on closing the gaps in Year 1. • Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8,000 (including recovery premium)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Speech and Language intervention from TA</p> <ul style="list-style-type: none"> Children screened on entry to reception and identified as requiring additional support or referral to Speech and Language Therapist. Targets set, individual plan developed and reviewed alongside specialist as appropriate. Children already working under the Speech and Language therapist will continue to work on individual targets with specialist TA within specific release time. | <p><i>Children in the UK who are disadvantaged are 2.3 times more likely to have a speech and language need compared to their peers (OFSTED)</i></p> <p>Children are assessed on entry by speech and language therapists through referral or by staff using the Intelligibility in Context Scale (ICS).</p> <p>These assessments demonstrate significant gaps in speech and language development for PP children on entry.</p> <p>Reduced attendance for years 1 and 2 during lockdown and the lack of capacity to deliver SALT has also impacted on expected levels of progression.</p> <p>Research demonstrates that an accelerated SALT focus will rapidly increase the rate of progress for PP children.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 4 |
| <p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> | <p>PP children who have fallen significantly behind during the pandemic have been identified through teacher assessments.</p> <p>Evidence shows that school led tutoring targets specific needs and knowledge gaps which can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> | 1, 4 |
| <p>Increased capacity for children eligible for PPG to access the curriculum having benefited from evidence based targeted</p> | <p>Baseline assessments identified significant gaps in:</p> <ul style="list-style-type: none"> understanding of mathematical concepts and strategies in Year 1 | 1 |

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| <p>interventions delivered by Class Teacher or TA:</p> <ul style="list-style-type: none"> • Maths intervention for PP children in Year 2 working towards and exceeding expectations delivered by the class teacher (who is a Maths specialist). • Priority readers • Writing intervention • Phonics support (multiple groups) | <ul style="list-style-type: none"> • mathematical knowledge gaps in Year 2 • fine motor skills and handwriting (in all year groups) • additional phonics support (in all year groups) • writing development and stamina (in all year groups) • reading skills and comprehension (in all year groups) <p><i>Small Group Work: 'This arrangement enables the teaching to focus exclusively on a small number of learners. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year' (EEF).</i></p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 2 |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6000 (est)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Increase ELSA provision for PPG eligible children.</p> <ul style="list-style-type: none"> • ELSA is a non-class based provision offered to support a range of issues such as bereavement, social skills, self-esteem, anger management and anxiety (designed for individuals based on a needs assessment). • Informal ELSA support during lunchtimes. • A buddy stop offers children support during playtimes | <p>Teacher referrals to ELSA for emotional well-being have increased by over 40% from pre lockdown figures.</p> <p>In September 2021</p> <ul style="list-style-type: none"> • 15% of referrals related to managing change and emotions • 31% relating to improving self-esteem and confidence • 31% relating to anxiety • 23% relating to emotional awareness and social skills <p>This reflects the national picture.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | 2 |

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| | <p><i>1 in 8 children will experience a mental health difficulty growing up. This is more prevalent in children from disadvantaged backgrounds (NHS).</i></p> <p><i>This has a detrimental impact on their educational performance (Schools Week).</i></p> <p>ELSA is non-class based. Support offered for bereavement, social skills, self-esteem, anger management and anxiety (devised based on a needs assessment). Informal ELSA support is available during lunchtimes.</p> | |
| <p>Early Support Assessments</p> <p>Families identified as requiring additional support either by school, MASH, outside agencies or social care are offered an Early Help Assessment. These are undertaken by the SENCO and ELSA and are reported to the Early Support Hub for monitoring</p> | <p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | 1,2 |
| <p>Ensure equality of opportunity for PP pupils</p> <ul style="list-style-type: none"> Continued practical support with equipment, (PE kit, drinks bottles, classroom items). Continue to monitor and support parental engagement at parent evenings. Continued provision of support for School trips and activities enriching cultural capital. <p>To increase the cultural capital</p> | <p>Equality of opportunity for PP children has been further reduced during the pandemic. This was clearly evidenced by the digital divide during the online learning experience and is further emphasised by lack of access to reading books and other equipment.</p> <p>EEF toolkit: parental engagement</p> <p>Families have a regular contact with school to support access to events, ensure correct equipment is in place to access the curriculum and provide this if not in place, notification of school trip and parents evenings. Staff link with families throughout their time in the school, allowing positive relationships and trust to build throughout this time.</p> | <p>3</p> <p>4</p> <p>2, 4</p> <p>4</p> <p>2, 5</p> |

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| <ul style="list-style-type: none"> • Support the cost of day trips and other experiences to ensure their inclusion. • Music tuition is supported for targeted children entitled to PPG to develop self-confidence and a new skill. • Swimming lessons outside of school are financially supported to allow targeted children to access tuition and develop a life skill and encourage physical activity and support positive mental wellbeing. • 'Balanceability' course ensures that all children can learn to ride a bicycle. | <p>At WBIS we have identified a range of cultural capital experiences which aim to enhance the children's learning and provide experiences that allow them to appreciate the local environment and beyond (see website for cultural capital statement.)</p> <p>This is in line with the Ofsted focus for developing cultural capital for all pupils.</p> <p>https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework</p> | |
| <p>Improving School Attendance</p> <ul style="list-style-type: none"> • Rigorous monitoring, tracking and coordinated support for attendance based on the principles of good practice set out in the DfE's advice. • Maintenance of an enhanced system of checking and following up on attendance with a specific focus on children entitled to PPG. • ELSA involvement for children entitled to PPG with school anxiety related issues. • Referral to and support from outside agencies, (including EWO). | <p>Attendance issues related to Covid and wider social problems are higher amongst PP children. This is particularly true of persistent absence.</p> <p>The school therefore ensures that it embeds the principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>DfE guidance is informed by engagement with schools demonstrating high levels of persistent absence.</p> | 2, 5 |

Total budgeted cost: £26,270

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 2022 to 2023 academic year.

| Narrowing the attainment gap for PP children due to lockdown. | <p>Attainment for all PP (13 pupils) in KS1 in 2022-23 shows: Reading (100%), Maths (62%) in line with, or exceeding ARE.</p> <p>Attainment in Writing showed progress at 77%.</p> <p>85% of PP children made above average progress in reading with 100% average or more progress.</p> <p>69% made above average progress in writing with 84 % average or more progress.</p> <p>69% made above average progress in maths with 85% making average or more progress.</p> <p>End of KS1 data shows 50% (3/6) attainment for PP in Reading, Writing and Maths with 17% achieving GDS in reading.</p> <p>70% of all children achieved EXS or above in all 3 core subjects.</p> <p>Phonics: 100% of PP children reached the standard in Year 1 and in Year 2</p> | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|----------------------|-------|---------|-------------------------|--|--|--------------|--|--|--|--|-------------------------|------------|-------|------|-----|---------|----------------------|-------|-------|-------|-------|-------|-------|
| Increase Social emotional and Mental Health wellbeing of PP children after 18 months of disrupted education. | <p>ELSA saw a significant improvement in 90% of cases. Only 2 children didn't make progress and one of those only started sessions in T6 so has been referred to continue in 2023-24.</p> <p>Attendance : from FFT tracker</p> <table><tr><th colspan="6">Attendance Headlines</th></tr><tr><th colspan="5">YEAR TO DATE</th><th>20/08/2022 - 21/03/2023</th></tr><tr><th>All Pupils</th><th>Girls</th><th>Boys</th><th>FSM</th><th>Not FSM</th><th>Persistent absentees</th></tr><tr><td>95.0%</td><td>94.8%</td><td>95.2%</td><td>91.8%</td><td>95.4%</td><td>12.1%</td></tr></table> <p>3.2% difference between all pupils and PP children which is in line with our target.</p> <p>Attendance is tracked termly and there are clear procedures in place. Attendance is highlighted as a barrier to learning on tracking documents.</p> <p>ESA and ELSA support introduced to children who struggle with coming to school.</p> <p>Positive letters to acknowledge improvements in termly attendance figures.</p> | Attendance Headlines | | | | | | YEAR TO DATE | | | | | 20/08/2022 - 21/03/2023 | All Pupils | Girls | Boys | FSM | Not FSM | Persistent absentees | 95.0% | 94.8% | 95.2% | 91.8% | 95.4% | 12.1% |
| Attendance Headlines | | | | | | | | | | | | | | | | | | | | | | | | | |
| YEAR TO DATE | | | | | 20/08/2022 - 21/03/2023 | | | | | | | | | | | | | | | | | | | | |
| All Pupils | Girls | Boys | FSM | Not FSM | Persistent absentees | | | | | | | | | | | | | | | | | | | | |
| 95.0% | 94.8% | 95.2% | 91.8% | 95.4% | 12.1% | | | | | | | | | | | | | | | | | | | | |

Externally provided programmes

| Programme | Provider |
|---------------------|--------------------------|
| Young Carers | Young Carers Association |
| Equine Therapy (NA) | Rein or Shine, Wiltshire |
| Premier Sports | Premier Sports |
| PIPS (NA) | Wiltshire LA |
| Animal Therapy (NA) | Lakeside Farm |

Service pupil premium funding 2023-24: £670 (2 children)

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | ELSA support and additional TA time |
| What was the impact of that spending on service pupil premium eligible pupils? | Children had the opportunity to access ELSA should it be required. As a result, we had no behaviour incidents involving service children last year nor did we make any external referrals for support for mental well-being. |

Further information (optional)

Curriculum planning at Wootton Bassett Infants' School includes aspirational targets for all children, which ensure that every child has an equal opportunity to an agreed range of enriched school experiences that support them to develop as well-rounded individuals. Children who are eligible for PPG will not only access this broad, balanced experience at school, but we will use the funding provided to enable further opportunities to reduce the gap between them and their peers.