

Pupil premium strategy statement: Wootton Bassett Infants' School

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	Wootton Bassett Infants
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	11.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	Dec 2021
Date reviewed	March 2022
Date on which it will be reviewed	Dec 2022
Statement authorised by	Alison Pass
Pupil premium lead	Tom Hill
Governor / Trustee lead	Michelle McDermitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,140
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,592
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	£20,732

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	Exacerbated 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

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
1. Quantify and narrow outcomes across the curriculum for children entitled to PPG	<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 • 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.
2. Increase capacity to support social, emotional, and mental health wellbeing for children entitled to PPG	<ul style="list-style-type: none"> • Improvement of identified social and emotional issues for PPG children by at least 80% over the

	<p>duration of targeted ELSA interventions.</p> <ul style="list-style-type: none"> • 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 equipment and uniform and intervene where necessary.
3. Improved cultural capital and life experience for all children entitled to PPG	<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
4. Children to be able to communicate their needs and access the curriculum in line with their peers	<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.
5. Attendance for children entitled to PPG to be increasingly in line with their peers.	<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

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: £14,100 (contribution to whole cost)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Assessment of children currently on roll shows that phonetical development is slower for PP children in line with government research.</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:</p> <p>https://www.unlockinglettersandsounds.com/key-information</p>	<p>1, 4</p>
<p>Raise capacity of Teachers to deliver Quality First Teaching to Children entitled to PPG</p>	<p>Data collected during and after lockdown demonstrates a need for significant catch up in lost learning for vulnerable children. 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 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 outcomes.</p> <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. 	<p>1, 4</p> <p>1</p> <p>1</p>

<ul style="list-style-type: none"> • Doubling the number of sounds learned weekly in FS2 • PP children identified and spotlighted in all sessions with additional support. • Introducing a revised marking and feedback policy • Developing the mastery curriculum and introducing the priority curriculum in Year 1 in conjunction with the Maths Hub. • 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 with a focus 	<ul style="list-style-type: none"> • 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 • Improving standards in phonics, writing and maths for disadvantaged groups. 	
---	--	--

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

Budgeted cost: £4,632

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. 	<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>	4

<ul style="list-style-type: none"> • 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>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>	
<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 pandemics 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>Increase capacity for children eligible for PPG to access the curriculum having benefited from evidence based targeted 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 (Maths specialist). • Priority readers • Writing intervention • Phonics support (multiple groups) 	<p>Baseline assessments identified significant gaps in;</p> <ul style="list-style-type: none"> • Understanding of mathematical concepts and strategies in Year 1 • 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</i></p>	1 2

	average, over the course of a year' (EEF). Small group tuition Toolkit Strand Education Endowment Foundation EEF	
--	---	--

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

Budgeted cost: £2000 (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 non-class based. Support offered for bereavement, social skills, self-esteem, anger management and anxiety (devised based on a needs assessment). • Lunch-Bunch is available for children to access a calm environment and 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> <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). Lunch-Bunch is available for children to access a calm environment and informal ELSA support during lunchtimes.</p>	2

<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>	<p>1,2</p>
<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> <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 	<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>EFF 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>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>3</p> <p>4</p> <p>2, 4</p> <p>4</p> <p>2, 5</p>

<p>encourage physical activity and support positive mental wellbeing.</p> <ul style="list-style-type: none"> • ‘Bikeability’ course ensures that all children can learn to ride a bicycle. 	<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 CV 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 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>	<p>2, 5</p>

Total budgeted cost: £20,732

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.

Narrowing the attainment gap for PP children due to lockdown.	While National Comparisons are not available for 2020-21, progress for PP was generally good in with PP children's attainment in Reading (80%) and Maths (60%) in line with, or exceeding ARE. Attainment in Writing was less satisfactory (40%) although the small numbers of children involved are not high enough to be statistically significant.
Increase Social emotional and Mental Health wellbeing of PP children after 18 months of disrupted education.	Interventions and support from outside agencies specifically targeted support to PP children on return from lockdown – leading to successful reintegration and good attendance for the majority.

Externally provided programmes

Programme	Provider
Young Carers	Young Carers Association
Equine Therapy	Rein or Shine, Wiltshire
Premier Sports	Premier Sports
PIPS	Wiltshire LA
Animal Therapy	Lakeside Farm

Service pupil premium funding (optional)

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.