



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	135
Proportion (%) of pupil premium eligible pupils	10% (13%- incl. Afghan/Ukrainian refugees)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-24
Date this statement was first published	December 2021
Date this statement was published for 2022-23	September 2022
Date 2022-23 strategy reviewed	July 2023
Statement authorised by	Alison Pass
Pupil premium lead	Alison Pass
Governor	Michelle McDermitt

### Funding overview 2022-23

Detail	Estimated	Actual
Pupil premium funding allocation this academic year	£16,140	£24,197
Recovery premium funding allocation this academic year School Led Tutoring	£2,000	£3,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,592	£2,592
<b>Total budget for this academic year</b> 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	£29,879

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 rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

## Challenges

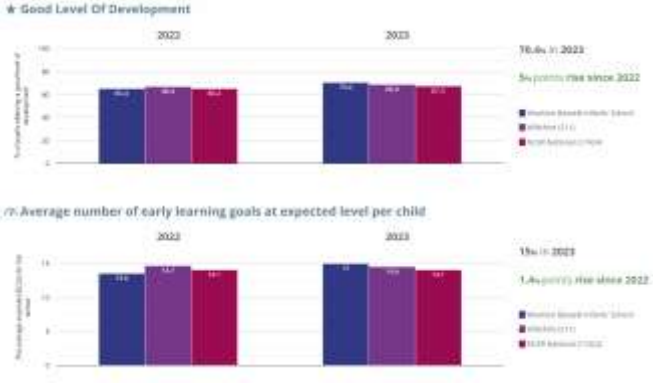
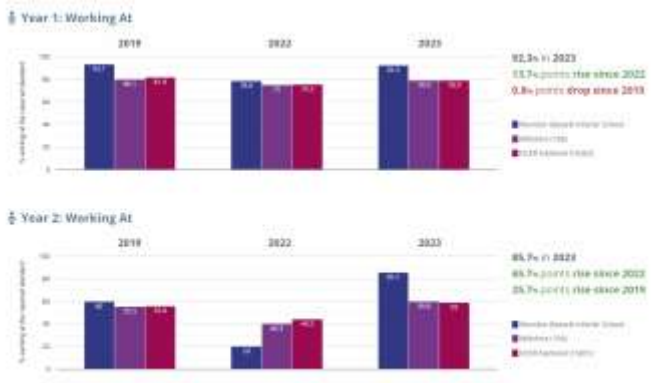
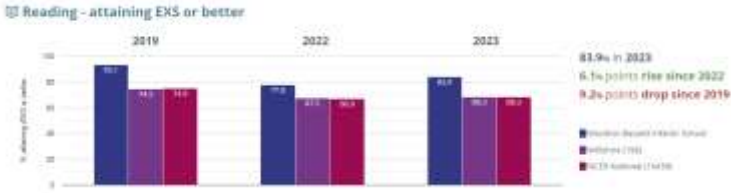
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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
<b>Teaching</b>	£14,000	£17140
<b>Targeted Academic support:</b>	£4,122	£7472
<b>Wider strategies (for example, related to attendance, behaviour, wellbeing)</b>	£5,839	£5267
<b>Total:</b>	£23,961	£29,879
	Carry forward to 2023-24	£0

Intended outcome	Success criteria
<p>1. Quantify and narrow outcomes across the curriculum for children entitled to PPG</p> <p><b>GLOD</b></p>  <p>Improved outcomes in GLOD including PP children (x2) 100% achieves except in Literacy 50% (1/2) achieved.</p> <p><b>Phonics</b></p>  <ul style="list-style-type: none"> <li>Phonics annually PP children 100% in year 1 / 100% in year 2</li> </ul> <p><b>Reading: KS1</b></p>  <p>PP= 100% EXS or above</p>	<ul style="list-style-type: none"> <li>Children entitled to PPG to achieve in line with or above national expectations for GLD</li> <li>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</li> <li>Children entitled to PPG to achieve in line or above the national average progress scores in KS1 Reading annually</li> <li>Children entitled to PPG to achieve in line or above the national average progress scores in KS1 writing annually.</li> <li>Children entitled to PPG to achieve in line or above the national average progress scores in KS1 maths annually.</li> </ul>

### Reading - attaining GDS



PP 1/6 achieved GDS- 17%

### Maths:KS1

#### Maths - attaining EX5 or better



PP= 5/6 83%

PP Progress EYFS: internal tracking



PP Progress KS1: internal tracking



8% no data- late entry

2. Increase capacity to support social, emotional, and mental health wellbeing for children entitled to PPG

Highlighted FUEL/ PP/ Foodbank on Website/ through letters home  
To staff

Affordable school initiative in Sept (HUB OBJECTIVE)



PSHE curriculum

Playtime experiences

#Learning is Fun

- 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

<p>7/14 PP children have accessed ELSA in 2023-24 and 100% of them have been identified as having a positive impact.</p> <p>School uniform sales/ Uniform Incentive have been attended by staff at weekends and one PP family have had specific uniform purchased for them due to sensory issues and issues at home.</p> <p>We have a uniform rail which is free to access for all parents.</p>	<p>school from retained storage if necessary).</p> <ul style="list-style-type: none"> <li>• School to liaise with home to ensure correct equipment and uniform and intervene where necessary.</li> <li>• Casting the wider net to support families that are struggling due to cost of living crisis</li> </ul>
<p>2. Improved cultural capital and life experience for all children entitled to PPG</p> <p>PPG afternoons for cooking, bikes, music tuition</p> <p>Trips to Westonbirt (EYFS), Farmer Gow's (Year 1), the seaside (Clevedon-Year 2)</p> <p>Visit to the local library, church, Chinese restaurant</p> <p>All children in Year 2 have had swimming lessons.</p> <p>Year 2 visits to the theatre, Steam museum</p> <p>Theatre, drumming and dance groups have visited school as well as Jonathon's Jungle roadshow, the local beekeepers, Fox and Burrows (local environmental group), Singing workshops,</p> <p>All children have been given the opportunity to perform- Harvest, nativity, choir concert whole school production including one PP child</p>	<ul style="list-style-type: none"> <li>• All children to attend at least one school trip per year</li> <li>• All children to experience specialist visitors in school</li> <li>• Music lessons to be made available for targeted pupils entitled to PPG</li> <li>• Leisure activities are made accessible to targeted children entitled to PPG</li> </ul>

<p>who didn't want to take part so was given responsibility for sound effects ( a sound technician in the making!)</p> <p>After school sports club and choir for all pupil but priority access for PP children.</p> <p>Yoga and outdoor learning sessions for all children.</p>	
<p>4. Children to be able to communicate their needs and access the curriculum in line with their peers</p> <p>Attended supporting early language course – to be completed in Nov. Action plan and SIP priority for 2023-23 as we have a cohort with a large no SpaL needs</p> <p>Identified a speech/ language / communication team for September. TA employed specifically for SPLC intervention and new teacher with SP&amp;LC expertise.</p> <p>SEN: Progress EYFS</p>  <p>KS1 SEN Progress</p> 	<ul style="list-style-type: none"> <li>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.</li> </ul>
<p>5. Attendance for children entitled to PPG to be increasingly in line with their peers.</p>	<ul style="list-style-type: none"> <li>Overall absence rate for children entitled to PPG to be no more than 3% lower than their peers.</li> </ul> <p>All pupils 95% PP 91.7% = 3.3% difference in line with our goal.</p>

Activity in this academic year (Sept 2021 – Sept 2022)

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: £14,000 (contribution to whole cost)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure even stronger phonics teaching for all pupils.	<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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></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><a href="https://www.unlockinglettersandsounds.com/key-information">https://www.unlockinglettersandsounds.com/key-information</a></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>



<p>Specific aspects which will be addressed through quality first teaching are as follows:</p> <ul style="list-style-type: none"> <li>• Doubling the number of new phonic sounds learned weekly in Foundation Stage 2 classes (FS2)</li> <li>• PP children identified and spotlighted in all sessions with additional support.</li> <li>• Introducing a revised marking and feedback policy.</li> <li>• Developing the mastery curriculum and introducing the priority curriculum in Year 1 in conjunction with the Maths Hub.</li> <li>• 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</li> </ul>	<p><a href="http://multigrade.ioe.ac.uk/fulltext/fulltextBerrymixedage.pdf">http://multigrade.ioe.ac.uk/fulltext/fulltextBerrymixedage.pdf</a></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"> <li>• Accelerating learning and early reading skills.</li> <li>• Raising standards in maths across the school with an emphasis on closing the gaps in Year 1.</li> <li>• 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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></li> <li>• Improving standards in phonics, writing and maths for disadvantaged groups. See data</li> </ul>	
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#### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,122

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language intervention from TA	<i>Children in the UK who are disadvantaged are 2.3 times more likely to have a speech</i>	4

<ul style="list-style-type: none"> <li>Children screened on entry to reception and identified as requiring additional support or referral to Speech and Language Therapist.</li> <li>Targets set, individual plan developed and reviewed alongside specialist as appropriate.</li> <li>Children already working under the Speech and Language therapist will continue to work on individual targets with specialist TA within specific release time.</li> </ul>	<p><i>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><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>.</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 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><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 4</p>
<p>Increased 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"> <li>Maths intervention for PP children in Year 2 working towards and exceeding expectations delivered by the class</li> </ul>	<p>Baseline assessments identified significant gaps in:</p> <ul style="list-style-type: none"> <li>understanding of mathematical concepts and strategies in Year 1</li> <li>mathematical knowledge gaps in Year 2</li> <li>fine motor skills and handwriting (in all year groups)</li> <li>additional phonics support (in all year groups)</li> </ul>	<p>1</p> <p>2</p>

<p>teacher (who is a Maths specialist).</p> <ul style="list-style-type: none"> <li>• Priority readers</li> <li>• Writing intervention</li> <li>• Phonics support (multiple groups)</li> </ul>	<ul style="list-style-type: none"> <li>• writing development and stamina (in all year groups)</li> <li>• reading skills and comprehension (in all year groups)</li> </ul> <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><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,839 (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"> <li>• 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 (devised for individuals based on a needs assessment).</li> <li>• Informal ELSA support during lunchtimes.</li> <li>• A buddy stop offers children support during playtimes</li> </ul>	<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"> <li>• 15% of referrals related to managing change and emotions</li> <li>• 31% relating to improving self-esteem and confidence</li> <li>• 31% relating to anxiety</li> <li>• 23% relating to emotional awareness and social skills</li> </ul> <p>This reflects the national picture.</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></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>	2

	<p><i>This has a detrimental impact on their educational performance</i> (Schools Week).</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><b>Early Support Assessments</b></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><a href="https://www.eef.org.uk/publications/eeef-social-and-emotional-learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1,2
<p>Ensure equality of opportunity for PP pupils</p> <ul style="list-style-type: none"> <li>Continued practical support with equipment, (PE kit, drinks bottles, classroom items).</li> <li>Continue to monitor and support parental engagement at parent evenings.</li> <li>Continued provision of support for School trips and activities enriching cultural capital.</li> </ul> <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>

<ul style="list-style-type: none"> <li>• Support the cost of day trips and other experiences to ensure their inclusion.</li> <li>• Music tuition is supported for targeted children entitled to PPG to develop self-confidence and a new skill.</li> <li>• 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.</li> <li>• 'Balanceability' course ensures that all children can learn to ride a bicycle.</li> </ul>	<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.  <a href="https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework">https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework</a></p>	2, 5
<p><b>Improving School Attendance</b></p> <ul style="list-style-type: none"> <li>• Rigorous monitoring, tracking and coordinated support for attendance based on the principles of good practice set out in the DfE's advice.</li> <li>• Maintenance of an enhanced system of checking and following up on attendance with a specific focus on children entitled to PPG.</li> <li>• ELSA involvement for children entitled to PPG with school anxiety related issues.</li> <li>• Referral to and support from outside agencies, (including EWO).</li> </ul>	<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 <a href="#">Improving School Attendance</a> advice.</p> <p>DfE guidance is informed by engagement with schools demonstrating high levels of persistent absence.</p>	2, 5

**Total budgeted cost: £23,961**

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 2021 to 2022 academic year.

<p>Narrowing the attainment gap for PP children due to lock-down.</p> <p>Progress data</p> <p>SATs results</p>	<p>Attainment for all PP in 2021-22 shows: Reading (64%), Maths (64%) in line with, or exceeding ARE.</p> <p>Attainment in Writing showed progress from 40% to 55% although the small numbers of children involved are not high enough to be statistically significant.</p> <p>60% of PP children made above average progress in reading with 70% average or more progress.</p> <p>50% made above average progress in writing with 60% average or more progress.</p> <p>50% made above average progress in maths with 70% making average or more progress</p> <p>End of KS1 data shows 60% (3/5) attainment for PP in Reading, Writing and Maths with 40% achieving GDS in reading.</p> <p>40% achieved EXS or above in all 3 core subjects.</p> <p><b>Phonics:</b> 60 % of PP children reached the standard.</p> <p>A validated programme (Unlocking Letters and Sounds) was adopted in T3 and all staff were trained at the beginning of T5.</p> <p>It was introduced to EYFS and Y1 children in T6 to become familiar with the planning / resources.</p> <p>All classrooms are fully prepared for start Sept 2022.</p> <p>SIP objective and key on the monitoring schedule for 2022-23</p> <p>EYFS children are taught 4 sounds a week as evidenced in weekly planning.</p> <p>All classes have identified spotlight children who are supported throughout the session. PP children are highlighted on all planning.</p> <p>A new marking and feedback policy has been introduced. Monitoring lessons has shown children receiving feedback at the point of concern. All classes have introduced Tick or fix in phonics lessons and all teachers are using 'show me' boards throughout.</p>
<p>Increase Social emotional and Mental Health wellbeing of PP children after 18 months of disrupted education.</p>	<p><b>ELSA</b> saw a significant improvement in 91% of cases</p> <p><b>Attendance</b> for PP children improved to 92.8% compared to 94.2% for non PP. This was despite the challenge from Covid 19 outbreaks particularly in T1 and 4</p> <p>Attendance is tracked termly and there are clear procedures in place.</p>

	<p>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>
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#### 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 : £620

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.
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