

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Baddow Hall Infant School
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	17.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2024 Most recent review- Dec 2023
Statement authorised by	Lesley Schlanker Headteacher
Pupil premium lead	Maddie Easterbrook
Governor / Trustee lead	Adam Barter

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55, 290
Recovery premium funding allocation this academic year	£5,510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£60,800

# Part A: Pupil premium strategy plan

## Statement of intent

### **Our Key Principles:**

Baddow Hall Infant School is determined to ensure that all children achieve and are given the highest standards of teaching and learning through delivering quality first teaching. Additionally, that focussed support and pastoral care is given to children that require it, so that they are achieving their full potential.

### **Our current strategy:**

At Baddow Hall Infant School we aim to use pupil premium funding to provide an overall package of support aimed to tackle the range of challenges including; attendance, behaviour, external factors, professional development focussing on improving outcomes for eligible pupils, improving the quality of teaching and learning, language acquisition, parental engagement, opportunities for first-hand experiences and development of key skills.

### **Our ultimate objectives for disadvantaged pupils are:**

- To ensure that we support the emotional well-being and health of disadvantaged pupils to enable them to learn effectively in school.
- For the attendance of disadvantaged children to be in line with all other pupils to ensure they have access to the full learning offer at Baddow Hall Infant School.
- For disadvantaged children to achieve the expected standard at the end of KS1 in Reading, Writing and Maths, to prepare them for the next stage in their education.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Communication and language skills (oracy) are lower in EYFS, along with vocabulary gaps for those children eligible for pupil premium which impacts on reading and writing skills in subsequent years. Limited or no preschool experience.
2	Children entitled to pupil premium who experience external factors which impact on their readiness for learning, progress and on their emotional well-being.

3	Attendance for those pupils entitled to pupil premium is below that of all other children. There are additional factors that impact attendance.
4	Poor parental engagement in child's learning journey, including reading and out of school learning. (Homework/Remote learning)
5	Children with lower than expected ability to self- regulate.
6	Limited life experiences for those pupils entitled to pupil premium.

## 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
Improved Communication and Language (oracy) of children eligible for pupil premium. Children are exposed to a vocabulary rich curriculum.	Children make expected or better than expected progress towards Early Learning Goal. Gap between disadvantaged group and other pupils is closing.
Improve Phonics and Reading skills across KS1 for children eligible for PP to achieve age related expectations.	Children make expected or better than expected progress towards expected standard in Phonics and age related expectation in Reading. Gap between disadvantaged group and other pupils is closing.
Improve progress and attainment in Maths across EYFS and KS1.	Children make expected or better than expected progress towards age related expectations in Maths. Gap between disadvantaged group and other pupils is closing.
Improve children's emotional well-being.	Children are ready to learn, meet expectations for behaviour and are able to self-regulate. Greater levels of independence.
Improve attendance and parental engagement.	Attendance of disadvantaged pupils will be in line with all other pupils nationally. Attendance to be 95%+ Reduction in levels of persistent absenteeism. Children have access to Breakfast Club fully funded places. 100% of parents attend parent consultations and school curriculum events.

Improve cultural capital by giving children the opportunity to benefit from experiences that closely match their peers.	Increase knowledge and skills in a range of experiences. Expose children to a range of experiences that they might not have already had.
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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)

Budgeted cost: £ 37953

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Senior Teacher appointed as Disadvantaged Champion to lead the strategy across all year groups. Disadvantage Champion will:</p> <ul style="list-style-type: none"> <li>-Coordinate the school's approach to raising the achievement of disadvantage.</li> <li>-Identify needs in order to design, lead and deliver appropriate intervention strategies.</li> <li>-Be accountable for securing the highest standard of pupil achievement.</li> <li>-Support, educate and liaise with parents/carers to create and promote positive working relationships and to raise aspirations.</li> <li>-Lead, develop and enhance the teaching practice of others by evaluating, supporting, guiding and target setting.</li> </ul>	<p><a href="#">Addressing Educational Disadvantage - A Strategy for Schools and Colleges</a></p> <p>"Disadvantaged Champions - We recognise the importance of every school having a member of their governing body with responsibility for disadvantaged pupils. It is also beneficial for schools to have a senior member of staff with this responsibility and oversight. To this end School Effectiveness Partners hold disadvantaged clinics for a member of SLT, or an aspiring senior leader, who is identified as the schools Disadvantaged Champion each term. This person will be able to attend a disadvantaged clinic with your partnership SEP to enable discussion and to help put the principles of the strategy into practice. They will also be able to access termly training with Marc Rowland, the Unity Schools Partnership Pupil Premium and Vulnerable Learners Advisor, for the next year, who has been instrumental in writing this strategy for Essex."</p>	1, 2, 3, 4, 5, 6

<p>Oracy training for staff to support staff with embedding dialogic activities throughout the school curriculum with particular emphasis on the use of vocabulary.</p>	<p><a href="#">EEF Toolkit - Oral Language Interventions (+6months)</a>  “Evidence suggests that oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary.”</p>	<p>1, 6</p>
<p>Training staff on Little Wandle Letters and Sounds Revised (<a href="#">DfE validated Systematic Synthetic Phonics programme</a>) to secure strong and consistent phonics teaching for all pupils.  Partially funded from Pupil Premium.</p>	<p><a href="#">EEF Toolkit – Phonics (+5 months):</a>  “Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.”</p>	<p>1</p>
<p>Word aware training and vocabulary training for English lead and EYFS lead.</p>	<p><a href="#">EEF Toolkit - Oral Language Interventions (+6months)</a>  “Evidence suggests that oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary.”</p>	<p>1, 6</p>
<p>Mastering Number training for a designated member of staff in each year group.  Purchase of Mastering Number resources.</p>	<p><a href="#">EEF Toolkit – Mastery Learning (+5 months)</a>  “Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months).”</p>	
<p>Increased level of skilled support staff across EYFS and KS1 to increase opportunities for high quality communication and to increase opportunities to respond to the needs of disadvantaged pupils through verbal feedback.</p>	<p><a href="#">EEF Toolkit - Feedback (+6 months):</a>  “Providing feedback is a 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.”</p>	<p>1, 2, 5</p>

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

Budgeted cost: £ 19819

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> which includes a structured, strong and consistent approach to supporting children who need extra support (Keep Up). Partially funded from Pupil Premium.</p>	<p><a href="#">EEF Toolkit – Phonics (+5 months)</a>:  “Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.”</p> <p>‘Addressing Educational Disadvantage in Schools and Colleges: The Essex Way’ edited by Marc Rowland:  “Early intervention and targeted support for the children who need it most will lay the foundations that they need to be ready for school, and high-quality Early Years provision is a key contributor to this.” p.62</p> <p>“The effect of strategies and interventions tend to be greater when adopted in the early years.” p.62</p>	1
<p>Increased level of skilled support staff across KS1 to ensure that disadvantaged pupils receive targeted support to access the curriculum.</p> <p>Interventions include:</p> <ul style="list-style-type: none"> <li>• 5 Minute Box</li> <li>• Extra reading and homework</li> <li>• Phonics interventions (Keep-Up sessions)</li> <li>• Pre-teaching and post-teaching</li> </ul>	<p><a href="#">EEF Toolkit - Feedback (+6 months)</a>:  “Providing feedback is a 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.”</p> <p><a href="#">EEF Toolkit - Collaborative Learning Approach (+5 months)</a>:  “There is some evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion.”</p> <p><a href="#">EEF Toolkit - Oral Language Interventions (+6months)</a>:  “Evidence suggests that oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary.”</p> <p><a href="#">EEF Toolkit – Homework (+3 months in primary schools)</a>:  “Homework clubs can help to overcome these barriers by offering pupils the resources and</p>	1, 4

	<p>support needed to undertake homework or revision. Broader evidence suggests that homework should not be used as a punishment or penalty for poor performance.” Whilst we do not have a homework club, there is the opportunity for disadvantaged pupils to complete their homework in school time (including extra reading).</p> <p><a href="#">EEF Toolkit – Phonics (+5 months):</a> “Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.”</p> <p><a href="#">EEF Toolkit - Reading Comprehension Strategies (+6 months):</a> “Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.” “Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.”</p> <p><a href="#">EEF Toolkit - Teaching Assistant Interventions (+4 months):</a> “...well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.”</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3028

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENCO to be trained as a mental health first aid champion with the aim to support children with their mental health and their readiness to learn.</p>	<p><a href="#">EEF Toolkit - Social and Emotional Strategies (+4 months):</a> “SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation,</p>	<p>2, 5</p>

	both of which may subsequently increase academic attainment.”	
SENCO to be trained in Trauma Perceptive Practice. SENCO will then deliver this training to the rest of the staff with the aim to support pupils who have experienced trauma.	<p>‘Addressing Educational Disadvantage in Schools and Colleges: The Essex Way’ edited by Marc Rowland:</p> <p>“In Essex, the work to improve relationship takes place within the framework of Trauma Perceptive Practice (TPP)...staff working with children and young people all need to be trauma and development informed, in order that they develop the understanding and skills to be able to effectively support children and young people...TPP is a whole-school approach that aims to help these children and young people [those who have experienced childhood trauma]...” p.43-44</p> <p><a href="#">EEF Toolkit - Social and Emotional Strategies (+4 months):</a></p> <p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p>	2, 5
<p>Using the principles of good practice set out in the DfE’s <a href="#">Improving School Attendance</a> advice.</p> <p>Attendance officer part of admin team.</p> <p>Breakfast club places secured.</p>	<p><a href="#">EEF Toolkit - Parental Engagement (+4 months):</a></p> <p>“Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.”</p>	3
Workshops for parents including pre-reading skills, phonics and curriculum awareness.	<p><a href="#">EEF Toolkit - Parental Engagement (+4 months):</a></p> <p>“Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.”</p>	3
Extra-curricular activities provided for children in the disadvantaged group.	<p><a href="#">EEF Toolkit – Arts Participation (+3 months):</a></p> <p>“Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.”</p> <p>“Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with</p>	2, 3, 6

	<p>improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.”</p> <p><u>EEF: Physical Activity (+1 month):</u></p> <p>“There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.”</p> <p>“Participating in sports and physical activity is likely to have wider health and social benefits. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.”</p>	
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**Total budgeted cost:** £60,800

## 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.

Children were supported with vocabulary through the use of Little Wandle. Children are explicitly taught vocabulary in reading sessions (3x a week) and also in daily phonics lessons. 23.1% of disadvantaged pupils started school at the expected level of development in Communication and Language compared to 61.5% at the end of EYFS which demonstrates better than expected progress. Even though the NELI intervention could unfortunately not be used this year, owing to staff being needed to support children with SEMH needs, as evidenced above, children were still supported with vocabulary through Little Wandle.

In Year 1, 53.3% of disadvantaged pupils achieved in the Phonics Screening Check, compared to their starting point of 1 child (8.3%) in the disadvantaged group entering reception at the expected level for reading. This demonstrated better than expected progress which has been supported by the implementation of Little Wandle. At the end of KS1, 63.6% of disadvantaged pupils achieved in the Phonics Screening Check, with 54.5% of disadvantaged pupils achieving the expected level in reading. This also demonstrates better than expected progress as the disadvantaged group in this cohort entered reception with 1 child in the group at the expected level for reading.

The implementation of Little Wandle has also supported writing within the disadvantaged group as well as reading. At the end of EYFS, 53.8% of disadvantaged pupils achieved the expected level in writing compared to their starting point of 7.7%. This demonstrates better than expected progress. At the end of KS1, 54.5% of disadvantaged pupils achieved the expected level in writing compared to 18.2% at the start of KS1. This also demonstrates better than expected progress.

At the end of EYFS, 53.8% of disadvantaged pupils achieved the expected level in maths compared to 30.8% of disadvantaged pupils who entered reception at the expected level in maths, demonstrating better than expected progress. At the end of KS1, 63.6% of disadvantaged pupils achieved the expected level in maths compared to 36.4% at the start of KS1. The children made better than expected progress from the start of KS1. The introduction and implementation of the Mastering Number programme in Summer Term 2022 has had a positive impact on the progress in maths in 2022-23.

The benefits of this programme include:

- children becoming more fluent with number;
- the embedding of key skills;

- children developing a deeper understanding of basic number;
- resources are accessible and engaging which is encouraging children to join in.

When the 22-23 EYFS cohort entered school, 46.2% were at the expected level for Self-Regulation, 53.8% were at the expected level for Managing Self and 46.2% were at the expected level for Building Relationships from the disadvantaged group. At the end of the year, 69.2% were at the expected level for Self-Regulation, 69.2% were at the expected level for Managing Self and 76.9% were at the expected level for Building Relationships. This demonstrates better than expected progress in PSED. The children who did not meet the expected level of development in the above areas of learning all have additional needs, including SEN and SEMH needs.

Attendance for disadvantaged pupils was 88.7% 2022/2023 compared to 93.9% for all pupils. This figure was impacted upon by children within the disadvantaged group with additional needs and increased levels of illness across the school.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Little Wandle Letters and Sounds Revised	Little Wandle
Collins ebooks	Collins
Mastering Number	NCETM
Purple Mash	2Simple
Tapestry	Tapestry
White Rose	White Rose Maths