

Pupil premium strategy statement – Baddow Hall Infant School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	164
Proportion (%) of pupil premium eligible pupils	11.7% (19)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£48,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,526
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£49,976

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 focused 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 focusing 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.

Challenge number	Detail of challenge
1	<p>Children in EYFS enter school not meeting age related expectations in the prime and specific areas, including communication and language, literacy and maths.</p> <ul style="list-style-type: none">• Listen, attention and understanding: 50% of pupils entitled to pupil premium entered EYFS at ARE, compared to 74.4% of pupils not entitled to pupil premium (Baseline 2024).

	<ul style="list-style-type: none"> • Speaking: 33.3% of pupils entitled to pupil premium entered EYFS at ARE, compared to 74.4% of pupils not entitled to pupil premium (Baseline 2024). • Comprehension: 50% of pupils entitled to pupil premium entered EYFS at ARE, compared to 61.5% of pupils not entitled to pupil premium (Baseline 2024). • Word Reading: 16.7%, of pupils entitled to pupil premium entered EYFS at ARE, compared to 64.1% of pupils not entitled to pupil premium (Baseline 2024). • Writing: 0% of pupils entitled to pupil premium entered EYFS at ARE, compared to 79.5% of pupils not entitled to pupil premium (Baseline 2024). • Number: 33.3% of pupils entitled to pupil premium entered EYFS at ARE, compared to 82.1% of pupils not entitled to pupil premium (Baseline 2024). • Number Pattern: 16.7% of pupils entitled to pupil premium entered EYFS at ARE, compared to 69.2% of pupils not entitled to pupil premium (Baseline 2024). <p>2 out of 6 children entitled to pupil premium did not attend any preschool. 3 out of 6 children entitled to pupil premium did attend preschool but on a part time basis or inconsistently. 1 out of 6 children entitled to pupil premium attended preschool every day.</p>
2	There are 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. Absence Autumn term 2024- All other pupils: 3.4% FSM: 11.8%
4	Poor parental engagement in child's learning journey, including reading and out of school learning. (Homework/Remote learning)
5	There are children entitled to pupil premium with lower than expected ability to self- regulate. Self regulation: 50% of pupils entitled to pupil premium entered EYFS at ARE, compared to 82.1% of pupils not entitled to pupil premium (Baseline 2024).
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
<p>Improved Communication and Language (oracy) of children eligible for pupil premium.</p> <p>Children are exposed to a vocabulary rich curriculum.</p>	<p>Children make expected or better than expected progress towards Early Learning Goal. Gap between disadvantaged group and other pupils is closing.</p> <ul style="list-style-type: none"> - More than 50% of disadvantaged pupils will meet the listening, attention and understanding ELG (July 2025) - More than 33.3% of disadvantaged pupils will meet the speaking ELG (July 2025) - More than 50% of disadvantaged pupils will meet ARE at the end of KS1 in speaking and listening (July 2025)
<p>Improve Phonics and Reading skills for children eligible for PP to achieve age related expectations.</p>	<p>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.</p> <ul style="list-style-type: none"> - More than 16.7% of disadvantaged pupils will meet the reading ELG (July 2025) - More than 50% disadvantaged pupils will meet ARE at the end of KS1 in reading (July 2025)
<p>Improve progress and attainment in Maths across EYFS and KS1.</p>	<p>Children make expected or better than expected progress towards age related expectations in Maths. Gap between disadvantaged group and other pupils is closing.</p> <ul style="list-style-type: none"> - More than 33.3% of disadvantaged pupils will meet the number ELG (July 2025) - More than 16.7% of disadvantaged pupils will meet the number pattern ELG (July 2025) - More than 50% of disadvantaged pupils will meet ARE at the end of KS1 in maths (July 2025)
<p>Improve children's emotional well-being and develop their executive function.</p>	<p>Children are ready to learn, meet expectations for behaviour and are able to self-regulate.</p> <p>Greater levels of independence.</p> <ul style="list-style-type: none"> - More than 50% of disadvantaged pupils will meet the self-regulation ELG (July 2025)

Improve attendance and parental engagement.	<p>Attendance of disadvantaged pupils will be in line with all other pupils nationally. Attendance to be 95%+</p> <p>Reduction in levels of persistent absenteeism.</p> <p>Children have access to Breakfast Club fully funded places.</p> <p>100% of parents attend parent consultations and school curriculum events.</p>
Improve cultural capital by giving children the opportunity to benefit from experiences that closely match their peers.	<p>Increase knowledge and skills in a range of experiences.</p> <p>Expose children to a range of experiences that they might not have already had.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33578

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"> -Coordinate the school's approach to raising the achievement of disadvantage. -Identify needs in order to design, lead and deliver appropriate intervention strategies. -Be accountable for securing the highest standard of pupil achievement. 	<p>Addressing Educational Disadvantage - A Strategy for Schools and Colleges</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</p>	1, 2, 3, 4, 5, 6

<p>-Support, educate and liaise with parents/carers to create and promote positive working relationships and to raise aspirations.</p> <p>-Lead, develop and enhance the teaching practice of others by evaluating, supporting, guiding and target setting.</p>	<p>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>	
<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>EEF Toolkit - Oral Language Interventions (+6months)</p> <p>“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>EEF Communication and Language</p> <p>“Evidence consistently shows that communication and language approaches benefit young children’s learning.”</p>	<p>1, 6</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure strong and consistent phonics teaching for all pupils.</p> <p>Partially funded from Pupil Premium.</p>	<p>EEF Toolkit – Phonics (+5 months):</p> <p>“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>Training staff on Little Wandle Letters and Sounds Revised (DfE validated Systematic Synthetic Phonics programme) to secure strong and consistent phonics teaching for all pupils.</p> <p>Partially funded from Pupil Premium.</p>	<p>EEF Toolkit – Phonics (+5 months):</p> <p>“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>EEF Toolkit - Oral Language Interventions (+6months)</p> <p>“Evidence suggests that oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content</p>	<p>1, 6</p>

	<p>being studied in school, and when they involve active and meaningful use of any new vocabulary.”</p> <p>EEF Communication and Language</p> <p>“Evidence consistently shows that communication and language approaches benefit young children’s learning.”</p>	
<p>Mastering Number training for a designated member of staff in each year group.</p> <p>Purchase of Mastering Number resources.</p>	<p>EEF Early Mathematics</p> <p>“The EEF’s Early Years Toolkit estimates that effective early numeracy approaches typically increase children’s learning by about seven months.”</p> <p>EEF Toolkit – Mastery Learning (+5 months)</p> <p>“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>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p>	1
<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>EEF Toolkit - Feedback (+6 months):</p> <p>“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>EEF Communication and Language</p> <p>“Evidence consistently shows that communication and language approaches benefit young children’s learning.”</p>	1, 2, 5
<p>Adaptive teaching for disadvantaged children who do not have secure foundations in key skills.</p>	<p>EEF Toolkit - Social and Emotional Strategies (+4 months):</p> <p>“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>	All

	<p>both of which may subsequently increase academic attainment.”</p> <p>EEF Personal Social and Emotional Development</p> <p>“Self-regulation supports children’s executive function and the two are closely interrelated.”</p> <p>Nurture Provision in Primary Schools Department of Education</p> <p>“The QUB evaluation found clear evidence that nurture groups are having a consistent, significant and large effect in improving social, emotional and behavioural outcomes among children who previously had difficulty learning within a mainstream class.”</p>	
<p>Disadvantaged Champion to complete Elklan training. Disadvantaged Champion will then deliver this training to the rest of the staff with the aim to support pupils with oracy.</p>	<p>EEF Toolkit - Oral Language Interventions (+6months)</p> <p>“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>EEF Communication and Language</p> <p>“Evidence consistently shows that communication and language approaches benefit young children’s learning.”</p>	1, 6

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

Budgeted cost: £14398

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme which includes a structured, strong and consistent approach to supporting children who need extra support (Keep Up).</p>	<p>EEF Toolkit – Phonics (+5 months):</p> <p>“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>	1

Partially funded from Pupil Premium.	<p>'Addressing Educational Disadvantage in Schools and Colleges: The Essex Way' edited by Marc Rowland:</p> <p>"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>	
<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"> • Extra reading and homework • Phonics interventions (Keep-Up sessions) • Pre-teaching and post-teaching • Precision teaching 	<p>EEF Toolkit - Feedback (+6 months):</p> <p>"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>EEF Toolkit - Collaborative Learning Approach (+5 months):</p> <p>"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>EEF Toolkit - Oral Language Interventions (+6months):</p> <p>"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>EEF Toolkit – Homework (+3 months in primary schools):</p> <p>"Homework clubs can help to overcome these barriers by offering pupils the resources and 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</p>	1, 2, 3, 4, 5, 6

	<p>their homework in school time (including extra reading).</p> <p><u>EEF Toolkit – Phonics (+5 months):</u> “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><u>EEF Toolkit - Reading Comprehension Strategies (+6 months):</u> “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><u>EEF Toolkit - Teaching Assistant Interventions (+4 months):</u> “...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>	
<p>Purchase of Widgit Online to support with communication, language, speaking and vocabulary.</p>	<p><u>EEF Toolkit - Oral Language Interventions (+6months):</u> “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><u>EEF Communication and Language</u> “Evidence consistently shows that communication and language approaches benefit young children’s learning.”</p>	<p>1, 2, 5, 6</p>

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCO to complete training as a mental health first aid champion with the aim to support children with their mental health and their readiness to learn.	<p>EEF Toolkit - Social and Emotional Strategies (+4 months):</p> <p>“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, both of which may subsequently increase academic attainment.”</p> <p>EEF Personal Social and Emotional Development</p> <p>“Self-regulation supports children’s executive function and the two are closely interrelated.”</p>	2, 5
SENCO to complete training in Trauma Perceptive Practice.	<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>EEF Toolkit - Social and Emotional Strategies (+4 months):</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

	EEF Personal Social and Emotional Development “Self-regulation supports children’s executive function and the two are closely interrelated.”	
Using the principles of good practice set out in the DfE’s Improving School Attendance advice. Attendance officer part of admin team. Breakfast club places secured.	EEF Toolkit - Parental Engagement (+4 months): “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.”	3
Workshops for parents including pre-reading skills, phonics and curriculum awareness.	EEF Toolkit - Parental Engagement (+4 months): “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.”	3
Extra-curricular activities provided for children in the disadvantaged group.	EEF Toolkit – Arts Participation (+3 months): “Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.” “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 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.” EEF: Physical Activity (+1 month): “There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.” “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	2, 3, 6

	benefits have been reported such as improved attendance."	
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Total budgeted cost: £49,976

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Oracy was a key focus this year which was supported through high quality teaching and through the use of Little Wandle. Staff have explicitly taught vocabulary to children across EYFS and KS1 and are continuing to work on the teaching of oracy in specific oracy lessons. Children are also explicitly taught vocabulary in reading sessions (3x a week) and also in daily phonics lessons. 0% of disadvantaged pupils started school at the expected level of development in Listening, Attention and Understanding compared to 33.3% at the end of EYFS which demonstrates better than expected progress. In Speaking, 0% started school at the expected level of development which remained the same at the end of the year. Whilst the children in this group did not make better than expected progress, they did make the expected level of progress. There are children in the disadvantaged group with additional needs, including SEND needs, communication and language needs, EAL and SEMH needs.

In EYFS, 33.3% of disadvantaged pupils achieved the expected level of development in reading, compared to their starting point of 0%. This demonstrated better than expected progress, which has been supported by the use of the Little Wandle scheme. All of the children in the disadvantaged group received daily interventions through the Little Wandle scheme too. In Year 1, 50% of disadvantaged pupils achieved in the Phonics Screening Check, compared to their starting point of 1 child (9.1%) in the disadvantaged group entering reception at the expected level for reading. Whilst nationally, 68% of disadvantaged pupils achieved in the Phonics Screening Check, our data still demonstrates better than expected progress from the children's starting point, which again has been supported by the use of the Little Wandle scheme. At the end of KS1, 53.3% of disadvantaged pupils achieved in the Phonics Screening Check, with 46.7% 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 (8.3%) 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 Year 1, 41.7% of disadvantaged pupils achieved the expected level in writing compared to their starting point in EYFS of 9.1%. This demonstrates better than expected progress. At the end of KS1, 26.7% of disadvantaged pupils achieved the expected level in writing compared to 0% when they entered EYFS. This also demonstrates better than expected progress. At the end of EYFS, 0% of disadvantaged pupils achieved the expected level in writing which remained the same. However, the children in this group did make progress in writing from their starting point.

At the end of EYFS, 0% of disadvantaged pupils achieved the expected level in maths which remained the same. However, the children made expected progress and received daily maths interventions. In Year 1, 50% of disadvantaged pupils achieved the expected level in maths compared to 36.4% when they entered Year 1. At the end of KS1, 40% of disadvantaged pupils achieved the expected level in maths compared to 36.4% at the start of KS1. The children in Year 1 and Year 2 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 2023-24. 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 23-24 EYFS cohort entered school, 100% were at the expected level for Self-Regulation, 100% were at the expected level for Managing Self and 66.7% were at the expected level for Building Relationships from the disadvantaged group. At the end of the year, 100% were at the expected level for Building Relationships. The Year 1 and Year 2 disadvantaged pupils who did not achieve the PSED early learning goals in EYFS continued to receive support in Year 1 and Year 2 through our whole school approach to TPP, high quality teaching and child specific support.

Attendance for disadvantaged pupils was 88.9% compared to 96.2% for all other pupils. This figure was impacted upon by children within the disadvantaged group with additional needs and increased levels of illness across the school.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2025.

Our evaluation of the approaches delivered last academic year, the data indicates that the implementation of Little Wandle is successful. At the end of our current strategy, the children leaving KS1 will have solely been taught phonics and reading through Little Wandle which will allow us to see the full impact of the scheme. The implementation of Mastering Number has also supported with ensuring children have the key skills in maths ready for their next stage of learning. We are continuing to embed our approach to oracy, with the addition of oracy staff meetings and Elklan training. Our whole staff approach to TPP has also supported with staff awareness and understanding which in turn has supported children with SEMH needs.

We have reviewed our strategy and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Little Wandle Letters and Sounds Revised	Little Wandle
Widgit	Widgit Online
Mastering Number	NCETM
Purple Mash	2Simple
Tapestry	Tapestry
White Rose	White Rose Maths
Elklan	Elklan

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funding by pupil premium. These include:

- Maths support during continuous provision in EYFS to ensure that disadvantaged pupils have extra support in certain areas as identified from baseline assessment data. This support will be tailored to the child's needs. For example, one child may need support to count accurately to 5 whereas another may need support to show finger numbers to 5.
- Disadvantaged pupils are encouraged to take part in activities during continuous provision in EYFS that will support their development further. For example, a child who needs to develop their fine motor skills will be directed to the fine motor area to complete an activity on a daily basis.
- The use of colourful semantics to scaffold and support children with developing their oracy, reading and writing skills.
- Mental Health Practitioners work on site once a week to support children and families with SEMH needs on a referral-based system.
- Sensory Room provision for children with additional needs to take a short break from the learning environment to co-regulate/self-regulate.
- Weekly updates on attendance in the school newsletter and additional attendance support through meetings and leaflets.
- Parents who are able can contribute to a fund to support disadvantaged pupils to access, for example school trips.
- Registered distributor of food bank vouchers. Access food parcels from local charities.
- PSA provide uniform.