

# 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	166
Proportion (%) of pupil premium eligible pupils	9.6% (16)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£31,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£31,815

# 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, meeting SEND needs, 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 health and well-being 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	Baseline assessments identify an increasingly higher proportion of children joining us in EYFS each year who have lower starting points, particularly in communication and language. The impact of this is that children find it difficult to express themselves, build and maintain positive relationships and follow and engage in instructions. Closing these gaps is an important challenge for children to achieve GLD.

	Many disadvantaged children have had limited, inconsistent or no preschool experience.
2	Analysis of attendance shows attendance for those pupils entitled to pupil premium is below that of all other children. Knowledge of families identifies additional factors that impact attendance, including complex family circumstances.
3	Assessments have identified a proportion of disadvantaged pupils have difficulty in retaining foundational knowledge and/or gaps in knowledge. This is detrimental to their progress, particularly in phonics and reading.
4	A significant proportion of the disadvantaged pupils have complex SEND needs with significant barriers to learning which impacting on their rate of progress towards age related expectations.
5	A range of evidence highlights poor parental engagement in child's learning journey, along with being difficult to engage in early help. 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.
6	Limited life experiences for disadvantaged pupils, impacting on aspirations.

## 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 of children eligible for pupil premium. Children benefit from high quality interactions from all adults.	Children make expected or better than expected progress towards achieving the communication and language early learning goals. Gap between disadvantaged group and other pupils is closing.
Improve attendance for pupils entitled to pupil premium	Attendance of disadvantaged pupils will be in line with all other pupils nationally. Attendance to be 95%+ Reduction in levels of persistent absenteeism for disadvantaged pupils. Children have access to Breakfast Club fully funded places to improve punctuality.
Accelerate progress in Phonics and Reading skills for children eligible for PP in relation to their starting point.	Children make expected or better than expected progress to achieve the expected standard in Phonics and age-related expectation in Reading. Gap between disadvantaged group and other pupils is closing.

Enable disadvantaged pupils with SEND to achieve the best possible progress from their starting point.	<p>Strong partnerships between parents, SENCO and class teachers enables significant progress in relation to the child's starting point and needs.</p> <p>Disadvantaged pupils with SEND are well supported throughout the school to achieve their potential.</p>
Parents have a better understanding of the curriculum and are engaged in their child's learning journey. Parents see homework as an important element to consolidate learning.	<p>Children are supported by parents to complete learning activities.</p> <p>Learning tasks, both at home and in school are completed and valued by parents and children. Parents are active participants in their child's learning journey. Support and communication between school and home is strong and positive.</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 through 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: £21750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Senior Teacher appointed in role of 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> </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</p>	1, 2, 3, 4, 5, 6

<p>--Be accountable for securing the highest standard of pupil achievement.</p> <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>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>	
<p>Embed 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></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><a href="#">EEF   Communication and Language</a></p> <p>"Evidence consistently shows that communication and language approaches benefit young children's learning."</p>	<p>1, 6</p>
<p>Continued training for 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.</p> <p>More effective use of digital technology to improve learning.</p>	<p><a href="#">EEF Toolkit – Phonics (+5 months)</a>:</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><a href="#">EEF Using digital technology to improve learning.</a></p> <p>Effective assessment provides teachers with information about pupils' learning and needs. It can help teachers judge whether pupils have understood what is being taught, make decisions about whether key concepts and skills have been mastered, and identify which pupils are likely to require additional support</p>	<p>1,3</p>
<p>Further develop staff understanding of high quality interactions.</p>	<p><a href="#">EEF High Quality Interactions</a></p> <p>High quality adult-child interactions are important and sometimes described as</p>	<p>1, 3, 4</p>

	<p>talking with children rather than just talking to children.</p> <p><a href="#">EEF   Communication and Language</a></p> <p>“Evidence consistently shows that communication and language approaches benefit young children’s learning.”</p>	
Adaptive teaching for disadvantaged children who do not have secure foundations in key skills.	<p><a href="#">EEF Toolkit - Social and Emotional Strategies (+4 months):</a></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><a href="#">EEF   Personal Social and Emotional Development</a></p> <p>“Self-regulation supports children’s executive function and the two are closely interrelated.”</p>	1,2,3,4,5,6
Improve school pedagogical practice through WalkThrus	<p><a href="https://walkthrus.co.uk/how-does-it-work">https://walkthrus.co.uk/how-does-it-work</a></p> <p>WalkThrus is a selection of 150 evidence based teaching strategies rooted in a deep understanding of how learning works.</p>	1,3,4
LAC leader training for PEP.	<p><a href="#">DfE: Promoting the education of looked after children.</a></p> <p>Covers reviewing progress, attainment, and strategies for Children in Care.</p>	1,2,3,4

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased level of skilled support staff across KS1 to ensure that disadvantaged pupils receive targeted support to access the curriculum.	<p><a href="#">EEF Toolkit - Feedback (+6 months):</a></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>	1, 3, 4, 5, 6

Including pre and post teaching.	<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.”  <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.”	
Targeted support for oracy, communication and language.  Including bucket time.	<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.” <a href="#">EEF supporting-high-quality-teaching-for-pupils-with-send</a> The best available research evidence suggests that there are five approaches – a ‘five-a-day’ – that teachers should consider adopting for pupils with SEND. These five teaching approaches are likely to broadly support all pupils, while particularly supporting many pupils with SEND.	1,3,4
Targeted intervention for phonics. Keep up sessions	<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.”	1,3



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

Budgeted cost: £2065

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	2
<p>Workshops for parents including pre-reading skills, phonics and curriculum awareness.</p> <p><i>Including regular stay and play sessions in EYFS.</i></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>	5
<p>Extra-curricular activities provided for children in the disadvantaged group.</p>	<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 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><a href="#">EEF: Physical Activity (+1 month):</a></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</p>	2, 3, 6



	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.”	
ECAO fund- giving parents the opportunity to financially support disadvantaged pupils to access trips/uniform/equipment.	Cultural capital in education is realised through all aspects of the curriculum – exposing pupils to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, and of course the more typical expectations of education, which is to provide young people with recognised and meaningful 3 & 4 8 qualifications that will open up doors to paths in later life. (True Education Partnership)	6

**Total budgeted cost: £31815**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The staff CPD focus on the use of ordinarily available inclusive teaching framework and targeted support has developed the teaching and learning across school, positively impacting on the progress of learners eligible for pupil premium. Staff build strong positive relationships with pupils, ensuring they feel safe in school and are supported with SEMH needs.

The funding of additional support in EYFS and KS1 through the pupil premium grant, enabled children to benefit from additional teaching from trained adults for communication and language and phonic interventions.

The disadvantaged champion tracks the engagement in school events for parents of children entitled to pupil premium. There has been increased attendance at school events for parents, however, there continues to be a lack of engagement in home learning activities for a number of parents. Support is provided in school by staff to ensure children benefit from these activities.

All children eligible for pupil premium have access to extra-curricular activities, during the academic year 24-25, 50% of pupils accessed a club. Children were supported to access all enrichment activities and trips were subsidised.

At the end of EYFS, 2 out of 7 disadvantaged children achieved GLD. The remaining 5 children all have complex additional needs that impact on their attainment of age-related expectations. These children all made good progress from their starting points, against their individual targets. 3 children achieved the early learning goals for communication and language. The weakest areas for disadvantaged pupils were comprehension, word reading and writing.

In year 1, 1 out of 4 children achieved the expected level in phonics. Of those who did not pass the test, one achieved, 29/40 and is predicted to attain the expected level by the end of KS1. Two of the disadvantaged group are identified with SEND under the category of cognition and learning.

Internal assessment data for end of key stage 1 expectations shows; 50% (5 out of 10 pupils) of Year 2 pupils in receipt of Pupil Premium reached the national expected level in reading, 40% in writing (4 out of 10 pupils) and 60% in maths (6 out of 10 pupils). 1 pupil achieved greater depth standard across reading, writing and maths.

Attendance for all pupils including those in receipt of pupil premium has increased since last academic year. The gap is closing between those entitled to pupil premium

and all other pupils, however, there will continue to be a focus on attendance for this group of pupils.

	School 2023-2024	School 2024-2025	National 2024-2025
<b>Whole school attendance</b>	94.1%	95.4%	94.8%
<b>Pupil Premium Attendance</b>	87.5%	89.8%	92.4%
<b>Persistent Absence</b>	15.7%	8.9%	13.3%
<b>Pupil Premium Persistent Absence</b>	46.7%	14.3%	24.5%

## 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/Cherry Garden	Tapestry
Elklan	Elklan

## Service pupil premium funding (optional)

*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***

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.