

Pupil premium strategy statement

2023-2024

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bakewell C of E Infant School Bakewell
Number of pupils in school	34
Proportion (%) of pupil premium eligible pupils	15 / 44.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2024 2024 - 2025 2025 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	Mid-year 2024. End of year July 2024
Statement authorised by: Executive Headteacher	Mr. Ben O'Connell
Pupil premium lead: Head of School	Mrs. EJ Harry
Governor / Trustee lead	Mrs. C Datham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,066
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£18,066

Part A: Pupil premium strategy plan

Statement of intent

Our mission at Bakewell C of E Infant School is to be a happy, safe and caring place where we encourage all our children to shine and reach their full potential regardless of academic ability or background. It is our aim to be a light for other people so they will see God in the good things we do (Matthew 5) The leaders and teachers at this school are committed to ensuring a love of learning and making our school community a welcoming, friendly and inclusive place for everyone.

The profile of disadvantaged children here at Bakewell C of E Infant School is varied including some higher attaining pupils and some who have lower starting points and benefit from a range of regular, well-planned interventions. In addition, any pupils identified as SEND have personalised SEND provision which is tailored to meet their individual learning and/or social and emotional needs.

Financial factors have been identified as a barrier for children equitably accessing wider opportunities both in and out of school (such as extra-curricular activities like sports clubs, arts and crafts and music). Additionally, the income of many families is further limits access to wrap around care which can restrict and limit attendance and punctuality.

In response to this the school ensures a broad, balanced and enriched curriculum and provides funding for wider opportunities during and after school each day. In order to address the academic needs of our disadvantaged pupils, quality first teaching and ensuring staff are trained to the highest possible level is at the heart of our approach; research shows that this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school.

At Bakewell C of E Infant School all staff are responsible for meeting the needs of our disadvantaged pupils and through our strategy we will ensure that they progress, whilst also sustaining and improving the attainment and progress of their non-disadvantaged peers.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils at All Saints' CofE Infant School.

Challenge number	Detail of challenge
1	To strengthen attainment in writing in all stages: Poor language skills and lack of exposure to oracy and wider vocabulary have impacted on children's communication skills. Lack of exposure to early writing and mark making opportunities. Poor fine and gross motor skills.
2	Phonics: Difficulties with recognising sounds, decoding, segmenting and blending words to read. Lack of support with practicing learnt sounds at home and engaging with the phonics reading scheme. Limited access to high quality texts being read to them.
3	Early number and problem-solving skills: Lack of exposure to early number and inadequate opportunities to learn basic number skills. Low levels of understanding in place value and the four operations. Insufficient knowledge of basic skills to attempt to engage in problem solving and reasoning activities.

4	Low aspirations and limited access to wider opportunities: Limited participation in life experiences such as music, sports clubs, trips beyond the local area and limited access to a range of technology and high quality texts.
5	Low attendance and inconsistent punctuality. Readiness for learning when arriving at school without the necessary equipment and resources including reading book bags, PE kits and a coat. Lack of support with completing homework and accessing resources at home.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2023 – 2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment in writing particularly in the EYFS – using NESSY, NELI and moderation of written pieces both internal and external. Increased focus on fine and gross motor skills, termly assessments against the new writing curriculum and use of Rapid Writing interventions to close gaps.	EYFS and KS1 outcomes show: <ul style="list-style-type: none"> ✓ 90% achieving ARE in Writing at EOY assessments
Improved attainment in Phonics and Reading – Little Wandle Phonics Assessment Phonics, PM Benchmarking, PIRA assessments, Guided Reading.	EYFS and KS1 reading outcomes show: <ul style="list-style-type: none"> ✓ 90% achieve ARE in Reading ✓ 90% in Phonics by Year 1 ✓ 100% in Phonics by Year 2
Improved attainment in Maths – using MNP end of unit consolidation materials, PUMA assessments, ongoing maths assessments at start and end of unit of MNP work and use of Rapid Maths interventions.	EYFS and KS1 outcomes show: <ul style="list-style-type: none"> ✓ 90% achieving ARE in Maths at EOY assessments
Improved aspirations through non-academic achievements including uptake of extra-curricular opportunities inside and outside of school and increased access to opportunities beyond primary school resulting in improved life chances.	<ul style="list-style-type: none"> ✓ 100% of PP children regularly access non-academic activities including: music, dance, craft club, gardening club, worship team and sports clubs. ✓ 100% of PP children are achieving rewards in celebration assembly every half term for academic and non-academic achievements and representing at external sports events.
Improved attendance shown during daily monitoring, weekly and termly attendance reviews, HoS working with Learning Mentor and the partnership Inclusion Team to monitor and work with Early Help Team to support families to reduce absence and reach attendance targets.	Attendance improves rapidly for children on watchlist at risk of absence Sustained high attendance by: <ul style="list-style-type: none"> ✓ 96%+ attendance rates for disadvantaged pupils in line or above non-disadvantaged peers ✓ Punctuality shows improvement and 96+% of PP children are at school on time. ✓ PP family engagement improved with Class teachers and HoS able to make weekly contact with families.

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: £2,066

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Colleagues released to attend relevant training and model and provide support in screening and implementing intervention sessions, e.g. NELI and Nessy.</p>	<p>EEF suggests that language interventions with frequent sessions over a sustained period appear to be the most successful.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,2</p>
<p>High quality texts purchased for Literacy planning and class story times: all staff to ensure children have opportunities to experience a wide range of texts through daily shared story times, books of the week, library visits, guided reading and sharing books.</p> <p>High quality fluency texts purchased to further develop and support reading skills in children who have completed phases 2-5 of their phonics learning.</p> <p>Phonics training for staff: all staff to teach high quality phonics lessons using Little Wandle Scheme.</p>	<p>EEF evidence shows that supporting struggling readers is likely to require a coordinated effort:</p> <p>education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Having deep and fluent knowledge and flexible understanding of the content you are teaching</p> <p>www.greatteaching.com - Teaching Review Materials</p>	<p>1,2,3</p>
<p>Dictation training for all staff Autumn INSET and continued focus on planning and teaching early writing in school and purposeful feedback at the point of</p>	<p>Internal data shows that disadvantaged children enter school with low language and writing skills which continues as they start in KS1. Children continue to leave Year 2 with low writing skills and poor vocabulary compared with reading and phonics.</p>	<p>1</p>

<p>writing or the following day with specific and clear next steps.</p> <p>Release time for EYFS and KS1 teachers to attend partnership, Trust and local authority moderating opportunities.</p> <p>Release for colleagues in EYFS and KS1 to share planning of writing and moderate with a focus on the transition of pupils in particular the teaching of transcription and spelling.</p> <p>Embed the new writing curriculum across EYFS and KS1 to ensure staff are confident in delivering effective writing lessons.</p>	<p>Evidence from EEF suggests:</p> <p>Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work. /education-evidence/teaching-learning-toolkit/feedback</p>	
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<p>Improve the quality of social and emotional (SEL) learning and interventions through QFT.</p> <p>SEMH approaches to become embedded into routine educational practices such as through taught PSHE and Circle Time in the Classroom and use of resources such: The Worry Book to help prepare children for everyday difficulties and enable them to overcome these themselves.</p> <p>Further supported by professional development and training for staff organized by HoS as follows:</p> <p>Emotional coaching –attended by all teaching staff.</p> <p>Attachment disorder training – attended by all teaching staff.</p> <p>Positive behavior management – attended by all Teaching Assistants.</p>	<p>Evidence associating childhood social and emotional skills with improved outcomes at school and in later life suggests that readiness to learn impacts directly on outcomes(e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Whole school maths training to introduce MNP.</p> <p>KS1 MNP training in:</p> <p>Fluency</p> <p>Journaling</p> <p>EYFS MNP training in:</p> <p>Mastery of Mathematics in the EYFS</p> <p>Release time for Maths leaders to observe MNP teaching techniques in other settings.</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> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>EEF Guidance on improving Mathematics in the EYFS and KS1. Supporting maths understanding for 3-7 year olds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	<p>3</p>

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

Budgeted cost: £12,000 costs (plus £0) Total: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional oracy and language sessions to improve listening, narrative and vocabulary skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1

<p>Catch-up and Keep-up phonics sessions based on half termly assessments to further support children’s phonics and reading ability.</p> <p>Additional 1:1 reading opportunity for disadvantaged pupils every day in EYFS and KS1.</p> <p>Additional TA hours given to SALT, reading, numeracy and phonics catch up groups.</p> <p>Additional TA hours given to nurture groups and further targeted SEMH activities.</p> <p>Targeted training for Teachers and TAs in each year group to provide MNP catch up and interventions in maths using the MNP scheme of end of unit assessment, consolidation and resources.</p> <p>Additional training for staff through staff meeting time to access additional MNP training resources.</p> <p>Shared training in using maths manipulatives and progression in maths fluency – planned for Spring 2024.</p> <p>Purchase of additional resources and manipulatives for purposeful teaching.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Research suggests that phonics is particularly beneficial to younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>EEF Toolkit: Closing the Gap using Phonics Interventions</p> <p>Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning</p> <p>Evidence shows the need for school maths-leaders to work together and model teaching, support learning of small groups and teachers to best plan for, teach and assess maths for all groups of pupils including greater focus on disadvantaged pupils in order to rapidly improve progress and attainment and reduce barriers to learning.</p>	<p>1,2,3,4,5</p> <p>3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality Wrap-Around Provision before and after-school including Breakfast Club and After School club</p> <p>Free of charge to disadvantaged pupils</p> <p>Additional focused after school clubs including: Dance, Arts and Crafts, Dodgeball, Football, Multi-skills, Athletics and Gymnastics.</p> <p>Free of charge to disadvantaged pupils</p>	<p>Creating and embedding a school Breakfast club provides a nurtured, nutritious and educational start to the day and ensures additional learning opportunities and enables the children to ‘experience and do’ more.</p> <p>EEF Toolkit:education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>The average impact of approaches involving extending school time is about an additional three months’ progress over the course of a year.</p>	<p>4, 5</p>

<p>Embedding principles of good practice set out in the DfE’s guidance on working together to improve school attendance and in Ofsted’s attendance research (Securing good attendance and tackling persistent absence).</p> <p>This will involve training and release time for staff to develop and embed procedures, using newly appointed senior staff.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>The research from Ofsted has been informed by the views of parents.</p>	5
<p>Engaging with our families facing the most challenges and ensuring priority access to a wide range of enrichment opportunities that will extend and enrich our children’s life chances and provide aspiration beyond what they may think is possible.</p> <p>These include:</p> <ul style="list-style-type: none"> ◆ Theatre Trips ◆ Gardening club ◆ Sporting Events and Activities ◆ Art Club ◆ Lunchtime Clubs ◆ Worship Team 	<p>Evidence of disengagement with extra- curricular activities due to costs or other factors such as transport.</p> <p>EEF Extending-school-time</p> <p>EEF research reports that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.</p> <p>Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil premium.</p> <p>EEF Research arts-participation</p>	4, 5

Total budgeted cost: £18,066

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

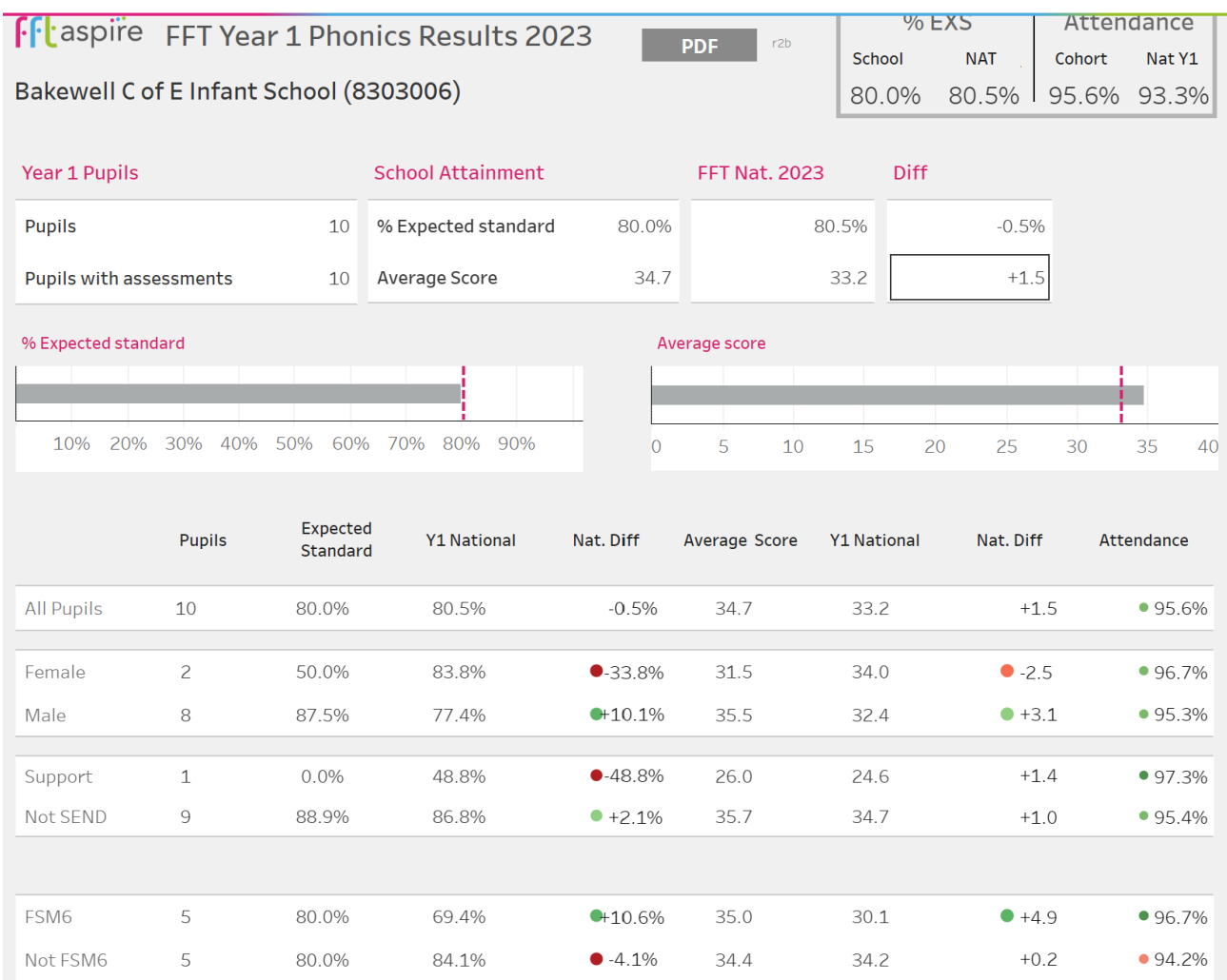
Attendance for our disadvantaged pupils positive when compared with the attendance for non-disadvantaged peers. Attendance continues to be a priority and we are proactively working with all families, from Day 1, to support sustained attendance so that our disadvantaged children attend daily, so they any gaps on entry can be diminished.

Attendance breakdown			YEAR TO DATE				05/09/2022 - 21/07/2023	
All Pupils	Pupils		All	R	1	2		
All Pupils	30	School	96.4%	96.1%	96.1%	97.5%		
		FFT National	93.8%	92.5%	93.3%	93.9%		
		Difference	+2.7% ●	+3.6% ●	+2.7% ●	+3.5% ●		
Gender			All	R	1	2		
Female	15	School	96.5%	95.8%	97.6%	97.0%		
		FFT National	93.9%	92.7%	93.5%	94.1%		
		Difference	+2.6% ●	+3.1% ●	+4.1% ●	+2.9% ●		
Male	15	School	96.4%	96.5%	95.5%	98.4%		
		FFT National	93.6%	92.3%	93.2%	93.8%		
		Difference	+2.8% ●	+4.3% ●	+2.3% ●	+4.6% ●		
FSM6			All	R	1	2		
FSM6	12	School	96.6%	96.4%	96.8%	96.3%		
		FFT National	91.3%	89.4%	90.6%	91.4%		
		Difference	+5.3% ●	+6.9% ●	+6.2% ●	+5.0% ●		
Not FSM6	18	School	96.3%	95.7%	95.3%	97.6%		
		FFT National	94.7%	93.3%	94.2%	94.9%		
		Difference	+1.6% ●	+2.5% ●	+1.1% ●	+2.8% ●		

We have reviewed analysed the performance of our school's disadvantaged pupils during the 2022/2023 academic year using outcomes from Early Years and PSC outcomes, alongside our own internal assessments. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils.

Pupil groups: compared with 'All Pupils' FFT national average										
	Pupils	GLD	Diff	LANG	Diff	LIT	Diff	MAT	Diff	Attendance
All Pupils										
All Pupils	12	50.0%	● -17.6%	75.0%	● -4.7%	66.7%	● -3.2%	66.7%	● -10.5%	● 96.0%
Gender										
Female	8	62.5%	● -5.1%	87.5%	● +7.8%	87.5%	● +17.6%	75.0%	● -2.2%	● 96.1%
Male	4	25.0%	● -42.6%	50.0%	● -29.7%	25.0%	● -44.9%	50.0%	● -27.2%	● 96.0%
FSM										
FSM6	6	33.3%	● -34.3%	50.0%	● -29.7%	33.3%	● -36.6%	50.0%	● -27.2%	● 96.5%
Not FSM6	6	66.7%	● -0.9%	100.0%	● +20.3%	100.0%	● +30.1%	83.3%	● +6.1%	● 95.5%

The gap in EYFS was at its widest in language, writing and number. We continue to keep phonics and early reading a top priority. Closing the gap in oracy, reading and writing and ensuring strong phonetic understanding are key areas of our ongoing plan. Outcomes in Year 2 (2023) are not comparable to previous years (due to the small cohort) however lower attendance was noticeable.



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
Maths No Problem	Pearson
Little Wandle Phonics	Letters and Sounds

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not Applicable

What was the impact of that spending on service pupil premium eligible pupils?	Not Applicable
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We used the [EEF's implementation guidance](#) to help us develop our strategy, alongside the [Education-evidence/teaching-learning-toolkit](#) This helped us prioritise our approach and spending based on the research exploring which strategies have the greatest impact. Our own data helped us identify our key focus for this year and re-shape our 3year plan accordingly. Aided by Ofsted research, papers released by the DfE and our own educational reading we continue to look for ways of using the funding to have the greatest impact and improve the lives for our most disadvantaged children.

