

Bakewell CofE Infant School Pupil Premium Strategy Statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils. /

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Bakewell CoE Infant School
Number of pupils in school	30
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	21 st November 2022
Date on which it will be reviewed	30 th October 2023
Statement authorised by	Sue Beckett (Executive Headteacher)
Pupil premium lead	Peter Aanonson
Governor / Trustee lead	Clair Dathan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,620
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£18,620

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our mission at Bakewell Infant School is to unlock the potential of every child and encourage 'Life in all its fullness' (John 10:10). This is driven by our desire for creating a love of learning and through the values that are rooted in our school community. We ensure that our school is friendly, welcoming, vibrant and inclusive.

The profile of disadvantaged children is wide ranging at Bakewell C of E Infant School some of whom are higher attaining. However, some have low academic starting points on entry and so benefit from regular interventions. Additionally, those pupils with SEND have specific SEN provision to meet their learning needs. Some children benefit from ongoing support to address their social and emotional needs. Other barriers include financial factors. The income of many families is limited by being unable to afford wrap around care. Subsequently our disadvantaged children have a lack of opportunities to access wider opportunities after school that are paid for. Financial limitations also restrict their experiences outside of school. The school therefore ensures a broad, balanced and enriched curriculum and provides funding for wider opportunities during and after school.

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.

All staff at Bakewell Infant School 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.

Challenge number	Detail of challenge
1	Poor parental engagement- We know that some of our parents of children eligible for pupil premium are reluctant to engage with school.
2	Teaching- Ensuring staff have access to the best possible training and support to address specific needs of disadvantaged children.
3	Poor academic attainment- Ensuring disadvantaged children receive timely support via teaching first strategies and interventions to address academic barriers.
4	Lack of wider opportunities- Many of the disadvantaged families cannot afford childcare or out of school wider opportunities.
5	Attendance- Our attendance data indicates that attendance among disadvantaged children is lower than for non-disadvantaged children. Last year, disadvantaged children had an average attendance of 95.46% compared to the all pupil attendance of 97.69%.
6	Mental health and wellbeing- Through our recovery curriculum, we have identified that our disadvantaged pupils have poor academic confidence and some children have poor mental wellbeing. 100% of our referrals to Early Help are for disadvantaged pupils and 38% of disadvantaged children are not accessing the school's online platform such as Wordshark, TT Rockstars and Numbots.
7	Cultural Capital- Studies show that disadvantaged pupils suffer in comparison to their non-disadvantaged peers when considering extra-curricular activities and experiences. Our conversations and observations with children and families at Bakewell show that this is an issue that affects many of our disadvantaged pupils.

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
To achieve an increased engagement of disadvantaged pupils with the school and curriculum developments.	<ul style="list-style-type: none"> To increase the amount of school events the parents of disadvantaged children attend. To increase communication between the school and the families of disadvantaged children. Increase % of disadvantaged families using school online systems such as dojo, Word shark, Numbot, TT Rockstars. To ensure 100% of disadvantaged families attend meetings with their teacher through a personalised approach.
To ensure staff receive the highest possible training to support the specific needs of our disadvantaged children.	<ul style="list-style-type: none"> Based of pupil interviews, teacher interviews and pupil progress meeting to access training to ensure staff can address identified barriers. The areas already identified are continuing to develop phonics, supporting EAL pupils, and developing Maths through linking abstract, concrete and pictorial.
To ensure disadvantaged children close the academic gap to non-disadvantaged children.	<ul style="list-style-type: none"> Use FFT baseline data and compare to data points in December, April and July to see an increase in the % of disadvantaged children at expected or above for their age in reading and phonics. Phonics screening assessment – improve % of disadvantaged children passing compared to the last assessment. Book scrutiny, ongoing assessments and lesson observations will support evidence of improved language skills.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 5%. In addition to this to bring attendance of disadvantaged pupils in line with their non-disadvantaged peers. The percentage of all pupils who are persistently absent being below 8% and the figure for disadvantaged pupils being in line with their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> Analysis of results from student and parent surveys and teacher observations.
<p>Increase the amount of cultural and extracurricular experiences that our pupils experience.</p> <p>Use funding to support families to ensure that our pupil premium children can access after school opportunities and benefit from trips and experiences.</p>	<ul style="list-style-type: none"> % of children taking part in trips, community events, trips extra-curricular sports clubs and competitions to increase compared to 2021-2022. Disadvantaged children to be able to partake cultural or extra-curricular clubs where applicable. An increase in participation in enrichment activities, particularly among disadvantaged pupils. An increase in the access and use of after school opportunities. An increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £2,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide training and support for parent supporting their child's learning through workshops on the Little Wandle phonic training, talk for writing methods, book talk and maths mastery.	<p>Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf</p>	1,2,3
Subscription to Little wandle validated Systematic Synthetic Phonics programme to secure stronger phonics teaching leading to improved outcomes for all pupils.	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2,3
Ensure all relevant staff (including new staff) have received training to deliver the Little Wandle phonic scheme consistently and effectively throughout school.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2,3
Purchase subscription to	Research has found that tests can be valuable tools to help students learn, if designed and administered	2,3

<p>Rising star assessments to enable staff to monitor progress of children effectively.</p>	<p>with format, timing, and content in mind—and a clear purpose to improve student learning. The impact is particularly high when used as part of mark analysis which rising star provides us with.</p> <p>https://www.edutopia.org/article/what-does-research-say-about-testing</p>	
<p>To provide training on dealing with mental health of children, prioritising disadvantaged children around the classroom, promoting wellbeing and developing cultural capital.</p>	<p>Research evidence shows that education and health are closely linked. So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p>	<p>3, 5,6</p>
<p>Developing staff knowledge through release time to attend DDAT networks and work collaboratively with partner schools. In this partnerships staff will collaboratively develop understanding in specifically PP, EYFS, Maths, English and phonics.</p>	<p>Well-designed, selected and implemented CPD which aligns with the needs of the school and is supported by the leadership team and the academy has strong evidence of success in building high quality teaching. The CPD is organised by the academy and it covers a wide range of areas including all of the subjects and specialist CPD such as the NQT and SEND networks. Some of the networks are run online after school to reduce staff cover costs and to allow more staff to attend. In addition to this, there are also opportunities for 'in person' events subject to Covid-19 restrictions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>2,3</p>
<p>To develop cultural capital through paying into communal Medway area to facilitate community based events and funding wider activities such as paying for children to attend the PANTO and all children to learn to swim.</p>	<p>Wider school readiness strategies Support whole-school strategies to improve attendance, behaviour, and readiness to learn can increase attendance at cultural experiences, such as theatre trips or part of book café trips; subsidised reading books and book voucher provision. engagement and broaden experiences of disadvantaged children.</p> <p>Sutton Trust research into cultural capital found bright disadvantaged pupils got better A-levels through reading for pleasure, education trips and regular homework, as well as good schools. The Sutton Trust Closing the disadvantaged gap research also found: There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. For example, arts participation may be delivered within the core curriculum, or through extracurricular or</p>	<p>4, 6, 7</p>

	<p>cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support in class and to run carefully chosen groups to fill gaps in learning.	<p>The EEF found that teaching assistants need targeted deployment to be the most effective. Where teaching assistants are trained to deliver an intervention to small groups or individuals it has a greater impact. In school, teaching assistants are carefully deployed to work with small groups and in classes to provide high quality support. The evidence also found that it is important that TAs support and supplement teaching but this should not reduce the amount of high-quality interactions children have with their classroom teacher. To ensure this takes place, teachers make sure they spend time with children who regularly require 1:1 or small group support and TAs have copies of all planning so that they can help support the teacher throughout the lesson.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2,3
Targeted interventions for identified groups of pupils.	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming,</p>	2,3

	<p>challenge. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
<p>Daily reading for the lowest 20% of readers across the school.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year</p>	<p>2,3</p>

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2,3
To support our families with helping their children, parent workshops will be held throughout the school year.	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1

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

Budgeted cost: £13,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional cultural capital opportunities for disadvantaged children, including: receiving a copy of core texts to be studied; attendance at cultural experiences, such as	<p>Wider school readiness strategies Support whole-school strategies to improve attendance, behaviour, and readiness to learn can increase engagement and broaden experiences of disadvantaged children. Sutton Trust research into cultural capital Bright disadvantaged pupils get better A-levels through reading for pleasure, education trips and regular homework, as well as good schools - Sutton Trust Closing the disadvantaged gap: There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils</p>	1,7

<p>theatre trips or part of book café trips; subsidised reading books and book voucher provision.</p>	<p>access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extracurricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>To provide after school club access and opportunities for disadvantaged children via free after school places.</p>	<p>The social mobility commission has concluded the breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live. Apart from their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting and working with others through organised extra-curricular activities, which could benefit them in later life.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p>	<p>4,7</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Achieving a good attendance and reducing lateness will reduce academic disruption, increase work place readiness skills and make it easier for children to maintain friendships. In primary schools the lower the level of attainment at the end of KS2 the lower the level of likely attainment. Pupils with no absence are 1.6 times more likely to achieve better outcomes than pupils who missed 15-20% of all sessions.</p> <p>Training and release time for staff to monitor attendance and then complete follow up sessions with families.</p> <p>https://www.ascl.org.uk/ASCL/media/ASCL/Our%20view/Consultation%20responses/2022/Consultation-on-school-attendance-improving-consistency-of-support.pdf</p>	<p>3</p>
<p>Develop lunchtime play through use of playground pal, and</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p>	<p>6</p>

lunch time activities based on academics (for example Therese Hoyle/Jenny Mosley).	(e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	6,7

Total budgeted cost: £18,620

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Within the academic year of 2021-22, the previous leadership of the school targeted disadvantaged children in EYFS to make good progress from their starting points. The school also targeted ensuring KS1 disadvantaged pupils made good progress from EYFS outcomes to end of KS1. Based on EEF research the school provided CPD and monitoring to ensure the delivery of Quality teaching delivering lessons aimed at meeting the needs of all disadvantaged pupils.

Review of intended outcomes

- To achieve an increased engagement of disadvantaged pupils with the school and curriculum developments.

Events organised for parents had a high turnout of parents. For example, the drop in Tuesday in EYFS consistently had 90% of parents attending while a Year 1 workshop on numbots and wordshark had 75% of disadvantaged families attend. The new leadership will need to complete further workshops events to raise engagement in talk for writing, Little Wandle phonics and mathematic approaches.

- To achieve improved phonic, language skills and vocabulary among disadvantaged pupils.

The new phonic scheme was introduced in Summer 2 and has subsequently had limited impact. End of year little wandle assessments only showed 49% of children meeting the desired outcomes. This will need to be monitored in the new year to assess the impact of the new scheme.

- To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

The gap in attendance of disadvantaged children compared to non-disadvantaged children will close.

- To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

The school only had one incident of bullying in the Summer term, but low level disruption will need to be monitored and a pupil survey completed to assess the well-being of pupils in the Autumn term.

- Increase the amount of cultural and extracurricular experiences that our pupils experience.

Disadvantaged children were funded to attend trips and to take part in the reading reward trip. This will have to be maintained. Pupil interviews will also need to be completed to assess individual needs and barriers to accessing the curriculum.

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