

Pupil premium strategy statement Buxton Infant School Oct 2021-Oct 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Buxton Infant School
Number of pupils in school	177 (Sept 2021) 173 (Oct 20)
Proportion (%) of pupil premium eligible pupils	19%- now risen to 27% in 2021
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	Dec 9th 2021
Date on which it will be reviewed	Oct 2022
Statement authorised by	Jude Boyd
Pupil premium lead	Jude Boyd
Governor / Trustee lead	Laura Bowers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 46,385 (taken from numbers on October 2020 census)
Recovery premium funding allocation this academic year	£ 4785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£51,170

Part A: Pupil premium strategy plan

Statement of intent:

We believe that every child has the right to high quality education tailored to their needs which allows them to meet their full potential. The Covid pandemic has served to widen the gap between the current attainment of disadvantaged children. The number of children qualifying for Pupil Premium funding at our school has also risen by 40%. Our strategy involves support for the needs of the whole child with a strong focus on safeguarding and well-being as well as academic support.

We adopt a tiered approach to our expenditure, following the guidance of the Education Endowment Foundation, which prioritises quality first teaching, ensuring that all children are taught to a high standard across a broad range of subjects and that every teacher is supported with quality continuing professional development which link directly to the school's improvement plan and/or meet and/or meet a specific need.

At Buxton Infant School we closely monitor each child's progress and current levels of attainment. Where children are identified as having some gaps in their understanding or require consolidation to remain at an age-related level of achievement funding is used to provide the class teacher with time to provide overlearning and re-teach areas of difficulty to groups of children. Where children are identified as being more significantly behind with their learning funding is utilised to provide specific small group or one to one intervention, delivered by high quality Teaching and Learning assistants. Children are assessed against criteria for well-being as well as their academic attainment.

Children in receipt of pupil premium funding are an identified group within school. All class teachers and teaching assistants know which pupils, in their class, are in this group and track their progress and attainment accordingly. Each term Class teachers from each year group, meet with the SLT to discuss pupil progress and attainment – which includes a focus on pupil premium pupil outcomes. The progress and attainment of pupil premium pupils is reported to and discussed through the Standards' committee of the Governing Board and is also highlighted to the Full Governing Board through the Head teacher's report. Our pupil premium strategy is reviewed at the beginning of each academic year to consider successes and any aspects that we might want to adjust, in the light of the impact of strategies employed the previous year and to reflect the individual needs of the current cohort of children.

Challenges

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

Challenge number	Detail of challenge
1	COVID pandemic has impacted on the progress of all children through lost learning time but more heavily on disadvantaged pupils who were less likely to have had access to the same degree of support for home learning as some other pupils.
2	Pupils have limited range of vocabulary on entry to school and poor oral language skills
3	A large proportion of children enter school with social and emotional barriers to learning which require support.
4	A large proportion of children enter school with difficulties in listening and attention and lack resilience.
5	Punctuality and attendance of vulnerable children has been an historic issue with children missing out on vital access to phonics teaching.
6	2020 Reception cohort had a higher than usual percentage of PP children with significant SEND issues. This pattern has continued with new intake 2021
7	Phonics data for PP children has historically been lower than that of all other children.

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
Quality first teaching ensures that pupil progress is maximised for all	Tiered approach to teaching and learning is maintained from 2020, progress maximised across all subjects. 95% of all children achieve good or better progress in core subject areas. Phonics data is above national figures.
Children are able to access appropriate intervention through high quality research based planning, diagnostic assessment, constant review and impact monitoring.	PP children make progress equal to all other children. Tiered approach to teaching and learning is maintained from 2020, progress maximised across all subjects. 95% of all children achieve good or

	better progress in core subject areas. Phonics data is above national figures.
Children are confident and articulate in their oral language use. Writing evidences widening vocabulary.	95% of all children achieve good or better progress in reading and writing over their time in school.
Children are able to self-regulate their emotions and work collaboratively with others. Attachments to school adults are strong.	Attitudes to learning are positive. Self-motivation is good.
Children can concentrate on and persevere with tasks for lengthy periods achieving an outcome which is in line with their ability.	Children can identify strategies to persevere when faced with difficulties. Year 2 pupils with potential for ARE achieve equivalent assessment levels in SATs papers.
Punctuality for PP children improves to ensure that all pupils have full access to Phonics and Literacy teaching.	PP attendance will match figures for all other children.
PP children have equal access to internet and devices to enable them to access remote learning if needed.	All PP children have internet access and the ability to work using a tablet rather than a mobile phone if home learning.
PP children with significant SEND need are appropriately supported to make good progress.	PP SEND children are appropriately support to ensure progress.

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: **£5,847**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Revision of phonics training. Additional training for new staff members. Purchase of high quality resources to support school provision and approach</i>	DFE Reading Framework July 2021 Cost of books and resources	7
<i>Mastering number programme training accessed by year one and two maths leads</i>	Involvement with TheTuring Maths Hub: Mastering number programme. EEF Mastery learning.	1 and 6
<i>Maths lead to support additional strategies across all year groups to support mathematical understanding in Early Years and KS1. Non-contact time x 18 hours</i>	EEF Improving Mathematics in the Early years and key stage one	1
<i>Attachment Awareness training access by all teachers and TAs- Supply costs to cover additional training for two Class Teachers.x 18 hours supply cover</i>	EEF Working with Parents to support Children's Learning.	3
<i>Parental engagements and resilience objects- Cost of training Cost of objects</i>	EEF Working with Parents to support Children's Learning.	3

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

Budgeted cost: £ 18,852

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Daily formative, diagnostic assessment used to allocate children into tiers. Children identified as needing over or prior learning or additional regular additional teaching in Tier 2- group work at least twice weekly x 8 hours across Key stage one per week</i>	The EEF Guide to Supporting School Planning A Tiered Approach 2020-21	1 and 7
<i>Pupils identify as having significant barriers to learning supported by SEND Plan or paired work – TA time x 24 hours per week KS1</i>	The EEF Guide to Supporting School Planning A Tiered Approach 2020-21	6 and 7
<i>Nuffield Early language intervention delivered in Reception Individual and small group- Teaching assistant time 1 hour each day</i>	Nuffield Early Language Intervention- EEF recommended.	2 and 4

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

Budgeted cost: **£26,806.72**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behaviour Box cost of resource plus time to deliver.</i>	Derbyshire LA produced "Behaviour Box" based on research in Derbyshire Schools	3
<i>Revised behaviour and relationship policy agreed and embedded with regard to attachment aware approach</i>	EEF Metacognition and self-regulated learning Fully trained as Attachment Aware school with Derbyshire Virtual School. Impact of Adverse Childhood Experience	3
<i>Staffing for nurture support and structured Play. X 4 hours per week</i>	Fully trained as Attachment Aware school with Derbyshire Virtual School. Impact of Adverse Childhood Experience.	3 and 4
<i>Solihull parenting course and extension course. Training for additional staff member</i>	Fully trained as Attachment Aware school with Derbyshire Virtual School. Impact of Adverse Childhood Experience	3
<i>Attendance monitoring, phone calls, panels</i>	Supporting and Strengthening Families the provision of Early Help: A Rapid Review of Evidence June 2021 Edwards, Gharbi, Berry and Duschinsky.	5
<i>Timely Early Help intervention for families as result of dedicated family Resource worker.</i>	Supporting and Strengthening Families the provision of Early Help: A Rapid Review of Evidence June 2021 Edwards, Gharbi, Berry and Duschinsky.	1,2,3,4,5
<i>Parental engagements - extend roll out of Tapestry platform across all year groups to maximise parental involvement in school activities.</i>	EEF Working with Parents to support Children's Learning.	1 and 5
<i>Access to extracurricular</i>	EEF Pupil Premium Guide	1, 3 and 4

<i>activities including clubs, educational visits or workshops in school- Priority given to PP children and any cost subsidised by 50% where needed.</i>		
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Total budgeted cost: £ 51,505.72

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 2020 to 2021 academic year.

Intended Outcome	Success Criteria	Impact achieved
Children are confident and articulate in their oral language use. Writing evidences widening vocabulary.	90% of PP children achieve good or better progress in reading and writing in 2021.	Pupil progress was naturally hampered by a second period of lockdown though there were high levels of parental engagement in remote learning this was less in PP cohort than all others. We have taken the decision NOT to analyse progress data given that the children had a second period of lockdown. Instead we concentrated on the analysis of the impact of the tiered provision. End of KS stage attainment data Summer 2021 were above national data for 2018 in reading, just below 2017 in Maths with writing being the most badly effected by the lockdown periods ending the year at 58% at ARE and above.

<p>Children are able to self-regulate their emotions and work collaboratively with others. Attachment to school adults are strong.</p>	<p>Attitudes to learning are positive. Self-motivation is good.</p>	<p>School has maintained its use of tiered documents for both academic achievement and well-being. Children were triaged into these tiers on return to school in March 2021 and appropriate support was allocated. This work is still needed and it is clear that children's ability to regulate their emotions and work together has been impacted in the longer term through missing school or nursery for two lockdowns periods.</p>
<p>Children can concentrate on and persevere with tasks for lengthy periods achieving an outcome which is in line with their ability.</p>	<p>Children can identify strategies to persevere when faced with difficulties. Year 2 pupils with potential for ARE achieve equivalent assessment levels in SATs papers.</p>	<p>Key stage one SATs did not take place last year. Internal data demonstrated 75% of children were reading at age related levels or above by the end of year two, 77% of PP children attained this level.</p>
<p>Punctuality for PP children improves to ensure that all pupil have full access to Phonics and Literacy teaching.</p>	<p>PP attendance will match those for all other children.</p>	<p>PP attendance last year was equal to that of all children 97.25% and 97.22% respectively</p>
<p>Children are able to access appropriate intervention through catch up tiered approach</p>	<p>PP children make progress equal to all other children for whom attendance at school from March to July was similar.</p>	<p>Tiered interventions were maintained and accelerated after the second lockdown. Internal data shows attainment in reading equal to that of all other children (75% and 77% respectively) and maths attainment was 74% and 62% respectively.</p>

		A phonics assessment using past papers was conducted in July 2021 showing that 92% of all children and 92% of PP had reached the expected standard. 81% had met the standard in Autumn 2020.
PP children have equal access to internet and devices to enable them to access remote learning if needed.	All PP children have internet access and the ability to work using tablet rather than a mobile phone when home learning.	We were able to secure access to laptops and tablets for all PP children who required them. Machines were loaned from school. Engagement of parents and children in remote learning was closely monitored during the Spring 21 lockdown
PP children with significant SEND need are appropriately supported to make good progress.	PP SEND children are appropriately support to ensure progress.	The school SENCO and class teachers kept a close eye on SEND pupils during lockdowns and in the second one all pupils with GRIP or EHCP other than one attend school in person. Staffing levels ensured that SEND pupils were supported by their regular Teaching Assistant and progress through SEND plans was maintained. The school's usual four times per year review of plans with parents was reduced to three due to lost time in school.

Externally provided programmes

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

Programme	Provider
Behaviour Box	Derbyshire LA
Emotion Coaching	Derbyshire LA through the virtual school

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 in 2020-21 or 21-22
What was the impact of that spending on service pupil premium eligible pupils?	

