

Burlington Infant and Nursery School

Pupil premium strategy statement

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	Burlington Infant and Nursery School
Number of pupils on roll	476
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Su Yay-Walker Headteacher
Pupil premium lead	Sarah Holmes
Governor	Mary Arbuthnot, lead for disadvantaged pupils

Funding overview for 2021 - 2022

Detail	Amount
Pupil premium funding allocation this academic year	£92,545 (approx. incl EYPP)
Recovery premium funding allocation this academic year	£8,845
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	£101,390 Total spend £158,076 (Overspend covered from School Budget)

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, including disadvantaged pupils, make good progress across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The actions we have outlined in this statement are also intended to support the needs of these pupils, regardless of whether they are eligible for PPG or not.

High-quality, inclusive teaching is at the heart of our approach. We recognise that for many of our PPG children, additional individualised support is needed to address challenges such as SEND and EAL.

Our strategy is also integral to wider school plans for education recovery, through targeted support for pupils whose education has been worst affected. This includes non-disadvantaged pupils, although we are fully aware that the gaps between disadvantaged pupils and their peers have further widened following periods of school closure.

To ensure all support and interventions are effective we will:

- ensure interventions and support are in line with whole class teaching objectives
- deliver 'same day interventions' to support those at risk of falling behind to 'keep up'
- ensure staff working with disadvantaged pupils are well trained in the subjects they are supporting
- ensure the plan of support focuses on the 'whole child', and addresses other wider areas of challenge such as well being, attendance and parenting

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We recognise that within this group of children, there are a number of children with SEND who are at a further disadvantage, and require additional support.

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers. Some with additional challenges including EAL and SEND. Targeted resources bought for disadvantaged children.
2	Low starting points: On entry to Reception class in the last 3 years, the gap between disadvantaged pupils and their peers has been 21%-39% in Reading, 35%-38% in Writing and 20%-40% in Maths. Typically, this gap narrows

	although a small gap remains at the end of KS1 (13-14% in Reading, 7-38% in Writing and 4%-17% in Maths)
3	Gaps in writing: Over the past 2 years, periods of school closure have resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing. Writing attainment among disadvantaged pupils has fallen significantly below that of non-disadvantaged pupils over the past 2 years.
4	<p>Social and emotional needs: Our assessments (including Boxall assessments), observations and discussions with pupils and families have identified social and emotional issues for many pupils and families. This includes a lack of enrichment opportunities and social contact with peers during school closure and appropriate parental support. These challenges particularly affect the wellbeing of disadvantaged pupils, which has an impact on their overall attainment.</p> <p>Teacher referrals for support for pupil wellbeing have markedly increased during the pandemic. 24 pupils (15 of whom are disadvantaged) currently require additional support with social and emotional needs. This includes Drama Therapy, Play Therapy, ELSA, Nurture Lunchtime Table, Emotional Wellbeing Support, Family Links Parenting Groups and drop-ins.</p>
5	Access to extra-curricular activities: Our observations and discussions with children and families indicates that for many of our disadvantaged pupils, there is a lack of enrichment opportunities outside of the school day. This has become more of a concern during and following periods of school closure.
6	<p>Attendance and Punctuality: Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1 - 1.8% lower than for non-disadvantaged pupils.</p> <p>Persistent Absence and persistent lateness have also been barriers to learning for some disadvantaged children.</p>
7	Basic needs - health, nutrition: Our vulnerable children's list details pupils whose basic needs are not met consistently. This group of children includes those eligible for PPG. Their needs include not having access to breakfast on a daily basis, inadequate clothing, housing, dental hygiene, and other health related needs.
8	Parenting capacity and engagement: For many of our disadvantaged children, parenting capacity presents a further barrier to wellbeing and learning. There was an increase in need for parenting support during the pandemic, and this continues to be a challenge for many families. Lack of parental engagement also remains a challenge for disadvantaged children. Support offered by the emotional well-being practitioner through one to one sessions and whole school workshops.

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	Actions	Cost
1.Improved oral language skills and vocabulary among disadvantaged pupils.	Training for whole school focus on vocabulary across all subjects. Targeted interventions address gaps. Pre-teaching of vocabulary is woven through to all areas of the curriculum. Investment in high quality texts to develop understanding and use of tier 2 vocabulary. Catch-up interventions include oral rehearsal of sentences using Colourful Semantics to support writing.	£74,000
2. Narrow gaps in attainment between disadvantaged children and their peers by the end of Y2.	Investment in Beanstalk readers to support PPG children twice weekly across YR - Y2. Whole school investment in Little Wandle programme to support all children, including progress of lowest 20% in reading and phonics. Lowest 20% receive additional 1:1 reading with an adult. Introduction of new Mastery in Number across YR-Y2 - staff training. Improved, more manageable pace, to support children to consolidate previous learning.	£4,545 £1,250
3. To narrow gaps in writing between disadvantaged children and their peers by the end of Y2.	Increased focus on writing for pleasure, including giving children greater ownership of writing process - investment in staff training/planning time. Interventions to target oral rehearsal and supporting writing for lowest attaining children on weekly basis. Staff training on Colourful Semantics, and monitoring of use. PPG leader to run monthly workshops to support and inspire learning including writing at home - time out of class and support to develop programme of workshops.	£23,826 £5,844
4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Increase in Drama Therapy hours - targeting children referred by teachers/parents. Introduction of Play Therapy Increase in ELSA support - 2 ELSA staff now running regular sessions for children. ELSA breakfast club Emotional Wellbeing Practitioner - supporting children and parents. Whole school training in Attachment and Emotions Coaching. School actions as an Attachment Aware School. Anxiety workshops for parents. Wellbeing club - targeting disadvantaged children. Introduction of Aspiration Maps for disadvantaged children.	£6,000 £11206
5. To increase access to extracurricular activities	Wellbeing and mindfulness Club set up for disadvantaged children Computing Club - supporting maths and literacy focused activities. Happy Club - focusing on social skills, children's interests and aspirations. Access to 1 free Teacher led club per term - lunchtime/after school	

	<p>Access to free educational visits each term</p> <p>Additional library books bought to reflect BAME families, Christmas books for every disadvantaged child</p> <p>Themed days to promote and enhance experiences, e.g. Pretend Holiday, science/book/maths/art weeks, Healthy Living week, Around the World week</p> <p>Math and Science whizz packs to be sent home weekly.</p> <p>Maths games library.</p>	
6. To improve attendance and punctuality for all pupils, particularly our disadvantaged pupils.	<p>Whole school reward systems promoting good attendance:</p> <ul style="list-style-type: none"> - first day of absence contact from office - daily and weekly tracking of PPG attendance - personalised attendance plans in place - FOW support for target families - EWO involvement, referrals made - Attendance meetings with HT, FOW - SLT daily contact at drop off with PA parents - Teachers discuss attendance at parent consultations - Pastoral support for children - ELSA breakfast club - Pastoral and parenting support for parents 	£22,755
7. To ensure all children have their basic needs met	<p>Communication with new parents to explain all support on offer (free trips, clubs, milk, fruit, lunches, uniform, bookbags)</p> <p>Food vouchers/parcels offered</p> <p>Family Outreach Worker offers personalised support for families as needed - clothes, foodbank etc</p> <p>Free milk offered to all PPG children</p> <p>Liaising with external agencies to support health and nutrition - e.g. Health Visitor/school nurse/dentist to tackle obesity/poor dental hygiene</p> <p>Free ELSA breakfast for targeted children</p> <p>Staffed nurture table for children struggling at lunch times (COVID dependent)</p>	£3,850
8. To support the improvement of parenting capacity and engagement	<p>Incentives and strategies to increase parental engagement e.g. MANGO and FUDGE days, parent workshops, Science/Maths/ Book weeks/days</p> <p>PPG workshops for parents of disadvantaged children</p> <p>Text reminders to hard-to-reach parents prior to special days/ activities</p> <p>SLT presence in playground at drop off/gate</p> <p>Family Links 10 wk parenting course to address parenting skills, managing behaviour etc/</p> <p>Parenting surgery</p> <p>Parent workshops to support R/W/M/Phonics</p> <p>Transition days planned with BJS and between YN and YR - to increase to include transition between year groups</p> <p>Personal invitations written by children and posted to parents for parents' consultations/events/workshops</p> <p>Share children's successes and home learning in newsletters</p> <p>Teachers to report back non-attendance at parent consultations - follow up by SLT as needed</p> <p>Attendance meetings and support - see point 6</p>	£4,800

	Support offered to various groups including families of children with ASD diagnosis, EAL, parent reps for each class, translators	
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Total budgeted cost: £158,076

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.

Internal assessments during 2020/21 suggest that our end of year attainment for disadvantaged children were lower than previous years. The impact of 2 periods of school closure have had a direct effect on lower educational outcomes of all our children, but in particular, our disadvantaged children. This was evident across all areas of learning to varying degrees, but most significantly in Writing, where we have found the greatest gaps. For this reason, a focus of the PPG Strategy will be to address these gaps, and in writing in particular.

School closure was most detrimental to our disadvantaged pupils, who would otherwise have benefited from our pupil premium funded interventions and support to the degree we had intended. The school was committed to continuing to provide a high quality curriculum throughout periods of school closure, and ensuring that every child accessed the curriculum. This was closely monitored and tracked by teachers and senior leaders who were relentless in their support for those struggling to access the learning offer. Additional class bubbles were opened for identified children with low engagement to ensure all children were able to access learning. Disadvantaged and vulnerable children were targeted for this provision.

Attendance during the last 2 years was lower than previous years, although much of this was attributed to COVID-19 related absence. The school continued to support children and families with poor attendance and punctuality and good progress was made with individual families.

Children's wellbeing and mental health were also significantly impacted last year, following periods of lockdown and isolation from their peers, familiar routines and school. The impact was particularly acute for disadvantaged pupils, many of whom were also vulnerable children. The school increased its offer for parenting support,

running one to one parenting surgeries, Drama Therapy, introduction of our wellbeing practitioner and ELSA support. The school invested in whole school training to ensure all staff received attachment training and emotions coaching, and trained two mental health leads. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Drama Therapy	Rebecca Olney
Emotional Wellbeing Practitioner Counselling sessions	Emotional Wellbeing Support Service
Play Therapy	

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Same day interventions for those at risk of falling behind.
- ACEs training (Adverse Childhood Experiences) for whole school
- Attachment Aware school related training, Emotions Coaching
- 2 Mental Health Leads supporting children, staff and families
- Whole school focus on Growth Mindset, to build resilient learners and develop learning behaviours.