



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Bilton Infant School
Number of pupils in school	163
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	July 2024
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Mrs Charlotte Fawbert
Pupil premium lead	Miss Emma Garvey
Governor lead	Bethan Cullen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,560
Recovery premium funding allocation this academic year	£4,204
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£47,764



Part A: Pupil premium strategy plan

Statement of intent

We have planned to spend our Pupil Premium funding to try to give our disadvantaged pupils the support that they need to '**Be the best they can be**'.

- Remove barriers to learning
- Narrow the attainment gaps between disadvantaged pupils and their peers
- Intervene quickly and provide targeted academic support for pupils who are not making the expected progress
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Ensure ALL pupils are fluent in Maths
- Create a reading environment and culture
- Expose pupils to a wide range of high-quality texts and authors (fiction, poetry and non-fiction) that engage children to be critical readers
- Enable ALL learners to understand the subject matter being taught.
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Support ALL pupils to demonstrate high levels of self-control and when this is challenging for SOME pupils, take intelligent, fair and highly effective action to support pupils to succeed in their education
- Address non-academic barriers to attainment such as attendance and behaviour
- Help parents access books, chat about books, and feel confident about it.

Challenges

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

Challenge number	Detail of challenge
1	Sufficiently well-trained staff with good subject knowledge in Phonics Sufficiently well-trained support staff to lead intervention sessions in Phonics Access to high quality resources



2	Sufficiently well-trained staff with good subject knowledge in Reading Sufficient support staff to support quality first teaching
3	Limited fluency skills in Maths
4	Delayed physical, language and early literacy skills
5	Low expectations and attitudes towards school Sufficiently trained staff to support SOME pupils in demonstrating high levels of self-control/regulation
6	Encouraging the majority of pupils to read for pleasure and to be critical readers of a wide range of books Access for ALL pupils to a wide range of high-quality texts and authors (fiction, poetry and non-fiction) that engage pupils to be critical readers

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
<p>Phonics Achieve above national outcomes at end of Yr1</p>	<ul style="list-style-type: none"> Teachers are well trained to deliver high quality LW L&S phonics sessions with fidelity Staff deliver effective LW L&S intervention with fidelity Staff use assessment for learning to enhance their teaching 90% of Yr1 PP pupils meet national expected standard in Phonic Screening Check closer to ALL (+/- 10%)
<p>Reading Achieve ELG in EYFS & above national expectations at end of KS1</p>	<ul style="list-style-type: none"> Staff are well trained to deliver high quality reading practise sessions Staff use assessment for learning to enhance their teaching Reading books engage pupils and more pupils read for pleasure 90% EYFS PP pupils achieve ELG closer to ALL (+/- 10%) 90% of KS1 PP pupils meet EXS closer to ALL (+/- 10%)
<p>Maths Achieve ELG in EYFS & above national expectations at end of KS1</p>	<ul style="list-style-type: none"> All teachers are well trained to deliver high quality Maths sessions Staff use assessment for learning to enhance their teaching



	<ul style="list-style-type: none"> • Staff have strong subject knowledge • 90% are on track to meet the ELG closer to ALL (+/- 10%) • 90% of KS1 pupils meet EXS closer to ALL (+/- 10%)
<p>Communication, Language & Literacy Achieve ELG's in EYFS</p>	<ul style="list-style-type: none"> • Staff are trained to effectively screen & provide high quality language intervention • Staff use assessment for learning to enhance their teaching • 90% on track to meet ELG closer to ALL (+/- 10%)
<p>Physical Development Achieve ELG's in EYFS</p>	<ul style="list-style-type: none"> • Staff are trained to effectively screen & provide high quality Gross Motor and Fine Motor intervention • Staff use assessment for learning to enhance their teaching • 90% on track to meet ELG closer to ALL (+/- 10%) • 90% on track to meet ELG in FMS closer to ALL (+/- 10%) in Writing
<p>Pupil engagement / Wellbeing Progress is secure Parental engagement is strong and sustainable</p>	<ul style="list-style-type: none"> • Regular attendance at parent meetings • Regular attendance at parent workshops • Regular support with home reading • Regular support with targeted Maths home interventions • Attendance & punctuality is closer to ALL <ul style="list-style-type: none"> ○ <1% late for school ○ <3.5% PA • Attitudes to learning are good

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: £ **27,689**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruit and / or retain additional classroom staff to support in class or interventions</i>	https://educationendowmentfoundation.org.uk/	1 & 2



<p>Train all staff to deliver LW L&S phonics effectively & with fidelity</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 1 Daily repeated practice on top of everyday Phonics sessions ensure that every child has the best chance of learning to read.</p>	<p>1</p>
<p>Train all classroom staff to deliver LW Reading Practice sessions effectively and with fidelity</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://www.littlewandlelettersandsounds.org.uk/everybody-read/three-is-the-magic-number/</p>	<p>2</p>
<p>Train all classroom staff to deliver QFT in Maths</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://educationendowmentfoundation.org.uk/early-years-evidence-store/early-mathematics https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Summary_of_Recommendations.pdf?v=1721203977</p>	<p>3</p>
<p>Train staff to effectively screen & deliver WELLCOMM</p>	<p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language</p>	<p>4</p>
<p>Train all staff to effectively deliver a trauma-informed approach</p>	<p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?utm_source=/education-evidence/early-years-toolkit/self-regulation-strategies&utm_medium=search&utm_campaign=site_search&search_term=supporting%20self</p>	<p>5</p>
<p>Train staff to effectively screen & deliver MOVES programme</p>	<p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/physical-development https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/childrens-physiotherapy-service/moves</p>	<p>4</p>



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

Budgeted cost: **£16,755**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group or 1:1 Phonics Catch Up sessions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics file:///C:/Users/garvey.s/Downloads/LS-KEY-GUIDANCE-EFFECTIVE-PHONICS-PRACTICE-FINAL%20(1).pdf	1
Targeted small group reading sessions with phonetically matched books	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
WELLCOMM assessment & targeted 1:1 intervention in EYFS	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4
Targeted 1:1 or small group to target & develop physical development skills	Targeted support addresses individual needs https://educationendowmentfoundation.org.uk/early-years-evidence-store/physical-development?approach=teaching-the-skills-needed-for-movement-and-handling	4
Targeted 1:1 or small group to target & develop self-regulation	https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/self-regulation_and_executive_function_summary_poster.pdf?v=1721204042 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1721205611	5
Access to external professionals to develop and ensure strong educational outcomes and wellbeing	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1721208271 https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/self-regulation_and_executive_function_summary_poster.pdf?v=1721204042 https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief-Poster.pdf?v=1695997709	1,2,3,4,6
Access to Nurture Provision Magic Breakfast to secure emotional wellbeing and educational outcomes	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief-Poster.pdf?v=1695997709	1,2,3,4,6



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

Budgeted cost: **£2,362**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to breakfast & Breakfast Club to secure attendance	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	1,2,3,4
Access to wider educational and curricular opportunities on and off the school site	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/Summary_of_recommendations_poster_2021-10-27-151056_qiiz_2021-10-29-074723_miux.pdf?v=1721203931	1,2,3,4
Attend half-termly Family Stay & Play sessions	Family engagement supports positive attitudes and attendance https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1721203765	5
Warwickshire Attendance Service to target pupils persistently absent	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1721203765 Good attendance supports strong outcomes and attitudes to learning	5
Resources to support curriculum adaptations	EHCP advises play based resources to meet needs of PP / EHCP pupils (SEMH) https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/Summary_of_recommendations_poster_2021-10-27-151056_qiiz_2021-10-29-074723_miux.pdf?v=1721203931	1, 2, 3 & 4
Access to school library to encourage parents and carers to read aloud with children.	https://www.littlewandlelettersandsounds.org.uk/everybody-read/three-is-the-magic-number/ https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/engaging-parents/ https://www.littlewandlelettersandsounds.org.uk/everybody-read/westview/ Reading aloud with a child, sharing a book together is powerful, it is joyful, and it has a deep and lasting effect.	6
Access to a tempting reading environment	https://www.littlewandlelettersandsounds.org.uk/everybody-read/tumacomer/	6

Total budgeted cost: £46,806



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 2023 to 2024 academic year.

Phonic Screening Check outcomes

- 50% of Yr1 PP pupils v. 75% ALL met the PSC standard
- 64% of Yr2 PP pupils passed v. 87% ALL met the PSC standard
- 75% of Yr2 pupils passed v. 91% ALL met the PSC standard (with 2x disappplied pupils removed)

Reading outcomes

- 71% EYFS PP pupil v. 87% ALL met ELG
- 39% Yr1 PP pupils v. 65% ALL met EoY outcomes
- 64% Yr2 PP pupils v. 75% ALL met KS1 outcomes

Maths outcomes

- 57% EYFS PP pupils v. 79% ALL met ELG
- 47% Yr1 PP pupils v. 67% ALL met EoY outcomes
- 73% Yr2 PP pupils v. 73% ALL met KS1 outcomes

Communication, Language & Literacy ELG outcomes

- 71% of EYFS PP pupils v 85% ALL met the ELG in Listening, Attention & Understanding
- 71% of EYFS PP pupils v 81% ALL met the ELG in Speaking

Physical Development ELG outcomes

- 71% of EYFS PP pupils v 87% ALL met the ELG in Gross Motor
- 71% of EYFS PP pupils v 85% ALL met the ELG in Fine Motor

Wellbeing

- Pupil attendance is closer to ALL
- Pupils know mental wellbeing is a normal part of daily life.
- Many pupils know how to demonstrate self-control

Externally provided programmes

Programme	Provider
Early Years Speech & Language Toolkit	WellComm
MOVES	South Warwickshire NHS Trust
Trauma informed approach	Warwickshire Virtual School



Little Wandle Letters and Sounds Reception and KS1 Programme content and resources, including: - 1. SEND curriculum 2. Rapid Catch-Up 3. Daily Keep-Up	Little Wandle Letters and Sounds Revised
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Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a