



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	Bilton Infant School
Number of pupils in school	163
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	September 2022
Date on which it will be reviewed	Spring 2023
Statement authorised by	S Harris
Pupil premium lead	S Harris
Governor lead	B 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
- 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
- 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.
- Address non-academic barriers to attainment such as attendance and behaviour

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 support staff to lead intervention sessions in phonics Access to high quality resources
2	Sufficient support staff to support quality first teaching Provision of high-quality well matched phonetically decodable reading books
3	Limited fluency skills in Maths
4	Delayed language and early literacy skills
5	Low expectations and attitudes towards school



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 style="text-align: center;">Phonics</p> <p style="text-align: center;">Achieve above national outcomes at end of Yr1</p>	<ul style="list-style-type: none"> ✓ <i>Teachers are well trained to deliver high quality LW L&S phonics sessions with fidelity</i> ✓ <i>Staff deliver effective LW L&S intervention with fidelity</i> • <i>>76% of Yr1 PP pupils meet national expected standard in Phonic Screening Check</i> <ul style="list-style-type: none"> - <i>Au2: 17% PP on track</i> - <i>Su: 53% PP on track</i>
<p style="text-align: center;">Reading</p> <p style="text-align: center;">Achieve ELG in EYFS & above national expectations at end of KS1</p>	<ul style="list-style-type: none"> ✓ <i>Staff are well trained to deliver high quality reading practise sessions</i> ✓ <i>Reading books are well matched to phonetic ability</i> • <i>>75% EYFS PP pupils achieve ELG</i> <ul style="list-style-type: none"> - <i>Au2: 54% PP on track</i> - <i>Su: 70% PP on track</i> • <i>>80% of KS1 PP pupils meet ARE</i> <ul style="list-style-type: none"> - <i>Au2: 58% PP on track</i> - <i>Su: 64% PP on track</i>
<p style="text-align: center;">Maths</p> <p style="text-align: center;">Achieve ELG in EYFS & above national expectations at end of KS1</p>	<ul style="list-style-type: none"> ✓ <i>All teachers are well trained to deliver high quality Maths sessions</i> • <i>Staff have strong subject knowledge</i> <ul style="list-style-type: none"> - <i>Continuing with CPD</i> • <i>>77% are on track to meet the ELG</i> <ul style="list-style-type: none"> - <i>Au2: 54% PP on track</i> - <i>Su: 50% PP on track</i> • <i>>70% of KS1 pupils meet ARE</i> <ul style="list-style-type: none"> - <i>Au2: 56% PP on track</i> - <i>Su: 73% PP on track</i>
<p style="text-align: center;">Communication, Language & Literacy</p> <p style="text-align: center;">Achieve ELG's in EYFS</p>	<ul style="list-style-type: none"> ✓ <i>Staff are trained to effectively screen & provide high quality language intervention</i> • <i>>80% on track to meet ELG</i> <ul style="list-style-type: none"> - <i>Au2: 64% PP on track</i> - <i>Su: 70% PP on track</i>
<p style="text-align: center;">Pupil engagement / Wellbeing</p>	<ul style="list-style-type: none"> • <i>Regular attendance at parent meetings</i>



<p>Progress is secure</p>	<ul style="list-style-type: none"> - Au2: EYFS 73% PP; Yr1 83% PP; Yr2 100% PP - Sp2: EYFS 80%PP; Yr1 85% PP; Yr2 100% PP • Regular support with home reading / homework <ul style="list-style-type: none"> - Au2: EYFS 50% PP; Yr1 56% PP; Yr2 60% PP - Sp2: EYFS 60% PP; Yr1 67% PP; Yr2 70% PP • Attendance & punctuality is closer to ALL <ul style="list-style-type: none"> ○ <1% late for school ○ <3.5% PA <p>Au2:</p> <ul style="list-style-type: none"> - EYFS: 91% PP in attendance; <1% late for school: 2% PP; <3.5% PA: 6 PP - Yr1: 91% PP in attendance; <1% late for school: 0.7% PP; <3.5% PA: 6 PP - Yr2: 94% PP in attendance; <1% late for school: 1.8% PP; <3.5% PA: 2 PP <p>Sp2:</p> <ul style="list-style-type: none"> - EYFS: 93% PP in attendance; <1% late for school: 1.7% PP; <3.5% PA: 3 PP - Yr1: 91% PP in attendance; <1% late for school: 0.9% PP; <3.5% PA: 7 PP - Yr2: 94% PP in attendance; <1% late for school: 1.5% PP; <3.5% PA: 2 PP <p>✓ Attitudes to learning are good</p>
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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
<p>Recruit and / or retain additional classroom staff to support in class or interventions</p>	<p>https://educationendowmentfoundation.org.uk/</p>	<p>1 & 2</p>



Train all staff to deliver LW L&S phonics effectively & with fidelity	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Train all classroom staff to deliver reading sessions effectively	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Train all classroom staff to deliver QFT in Maths	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	3
Train staff to effectively screen & deliver WELLCOMM	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	4

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	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 positive attitudes to learning	Targeted support addresses individual needs	5
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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	4
Attend Family Real Play sessions	Family engagement supports positive attitudes and attendance	5
Warwickshire Attendance Service to target pupils persistently absent	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	3 & 4

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 2022 to 2023 academic year.

Phonic Screening Check outcomes

- 53% of Yr1 PP pupils v. 73% ALL met the PSC standard
- 73% of Yr2 PP pupils passed v. 87% ALL met the PSC standard

Reading outcomes

- 70% EYFS PP pupil v. 83% ALL met ELG
- 44% Yr1 PP pupils v. 71% ALL met EoY outcomes
- 64% Yr2 PP pupils v. 75% ALL met KS1 outcomes

Maths outcomes

- 50% EYFS PP pupils v. 77% ALL met ELG
- 38% Yr1 PP pupils v. 71% ALL met EoY outcomes
- 73% Yr2 PP pupils v. 73% ALL met KS1 outcomes

Communication, Language & Literacy ELG outcomes

- 70% of EYFS PP pupils v 84% ALL

Wellbeing

- Pupils attendance is closer to ALL
- Pupils know mental wellbeing is a normal part of daily life.

Externally provided programmes

Programme	Provider
Early Years Speech & Language Toolkit	WellComm

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<i>Targeted small group reading sessions with phonetically matched books</i>
What was the impact of that spending on service pupil premium eligible pupils?	<i>Met the national standard in reading</i>