



# 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	2021- 2024
Date this statement was published	26.11.21
Date on which it will be reviewed	Spring 2022
Statement authorised by	S Harris
Pupil premium lead	S Harris
Governor / Trustee lead	C Baldock

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,245
Recovery premium funding allocation this academic year	£1522.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,227
<b>Total budget for this academic year</b>	<b>£36,994.50</b>



# 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	Sufficient 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 levels of resilience or stamina with learning tasks

## 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 align="center"><b>Phonics</b></p> <p>Achieve above national outcomes at end of Yr1</p>	<ul style="list-style-type: none"> <li>✓ <i>All teachers are well trained to deliver high quality LW L&amp;S phonics sessions with fidelity</i></li> <li>✓ <i>TAs are well trained and supervised to deliver effective LW L&amp;S instruction / intervention with fidelity</i></li> <li>• <i>&gt;80% of pupils at end of Yr1 Phonic Screening Check meet national expected standard</i> <ul style="list-style-type: none"> <li>- <i>75% of Yr1 PP pupils passed v. 81% ALL</i></li> <li>- <i>78% of Yr2 PP pupils passed v. 93% ALL</i></li> </ul> </li> </ul>
<p align="center"><b>Reading</b></p> <p>Achieve ELG in EYFS &amp; above national expectations at end of KS1</p>	<ul style="list-style-type: none"> <li>✓ <i>T's &amp; TAs are well trained and supervised to deliver high quality reading practise sessions</i></li> <li>✓ <i>Reading books are well matched to phonetic ability</i></li> <li>• <i>&gt;70% achieve ELG in Reading at end of EYFS</i> <ul style="list-style-type: none"> <li>- <i>82% of EYFS PP met ELG v 87% ALL YrR</i></li> </ul> </li> <li>• <i>&gt;80% of pupils meet expected standard at end of KS1 in Reading</i> <ul style="list-style-type: none"> <li>- <i>75% of Yr1 pupils on track v. 78% ALL Yr1</i></li> <li>- <i>56% of Yr2 PP pupils on track v. 70% ALL Yr2</i></li> </ul> </li> </ul>
<p align="center"><b>Maths</b></p> <p>Achieve ELG in EYFS &amp; above national expectations at end of KS1</p>	<ul style="list-style-type: none"> <li>✓ <i>T's &amp; TAs are well trained and supervised to deliver effective instruction / intervention with fidelity</i></li> <li>• <i>&gt;70% are on track to meet the ELG in Maths</i> <ul style="list-style-type: none"> <li>- <i>45% of EYFS PP pupils met ELG v. 80% ALL YrR</i></li> </ul> </li> <li>• <i>73% of pupils met expected standard at end of KS1 in Maths</i> <ul style="list-style-type: none"> <li>- <i>67% of Yr2 PP pupils met expected standard v. 73% ALL</i></li> </ul> </li> </ul>
<p align="center"><b>Communication, Language &amp; Literacy</b></p> <p>Achieve ELG's in EYFS</p>	<ul style="list-style-type: none"> <li>• <i>EYFS TAs are trained to deliver effective screening &amp; intervention using NELI</i> <ul style="list-style-type: none"> <li>- <i>As a result of staffing changes, we need additional staff trained for 09.22</i></li> </ul> </li> <li>✓ <i>Staff identify &amp; support pupils with language delays promptly using WELLCOMM</i></li> <li>• <i>&gt;70% of pupils are on track to achieve ELG in CLL</i> <ul style="list-style-type: none"> <li>- <i>82% of EYFS PP pupils met ELG v 88% ALL</i></li> </ul> </li> </ul>
<p align="center"><b>Wellbeing</b></p> <p>Improve wellbeing of targeted pupils</p>	<ul style="list-style-type: none"> <li>✓ <i>Pupils know mental wellbeing is a normal part of daily life, in the same way as physical health.</i></li> <li>✓ <i>Pupils know how to keep mentally healthy</i></li> <li>• <i>Pupils can identify 5 ways to wellbeing that contribute to and help us maintain wellbeing</i> <ul style="list-style-type: none"> <li>- <i>Many can</i></li> </ul> </li> </ul>



## 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: £ 18,656

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Recruit and / or retain additional classroom staff to support in class or interventions</b>	<a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a>	1 & 2
<b>Provide all classroom staff (including new staff) with training to deliver LW L&amp;S phonics effectively</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
<b>Provide all classroom staff (including new staff) with training to deliver reading sessions effectively</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2
<b>Provide all classroom staff (including new staff) with training to deliver Maths sessions effectively</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	3
<b>Ensure Yr1 staff receive training to deliver NELI interventions effectively</b>	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>	4
<b>Provide all classroom staff with training to address the wellbeing needs of specific individuals</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term#nav-download-the-guidance-report-and-poster">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term#nav-download-the-guidance-report-and-poster</a>	5



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

Budgeted cost: **£15,924**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Targeted small group or 1:1 Phonics Catch Up sessions</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
<b>Targeted small group reading sessions with phonetically matched books</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2
<b>NELI assessment &amp; interventions in EYFS &amp; Year 1</b>	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>	4
<b>WELLCOMM assessment &amp; targeted 1:1 intervention in EYFS</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	4
<b>1:1 Play Therapy</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5

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

Budgeted cost: **£1,910**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Access to breakfast &amp; Breakfast Club &amp; milk</b>	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a>	4
<b>Promote healthy lifestyles, wellbeing &amp; resilience</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	5

**Total budgeted cost: £36,490**



## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

*Please see 2020.2021 PPG impact report on website*

### Externally provided programmes

Non-DfE Programmes	Provider
Early Years Speech & Language Toolkit	WELLCOMM