

	<h2 style="text-align: center;">Bromley Heath Infants School Three Year Pupil Premium Strategy Statement</h2> 
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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. Our Pupil Premium numbers are low and for the academic year 2021-22 (and 2022-23) there are no children in receipt of means-tested free school meals. We have a small number of children in receipt of service premium.

## School overview

Detail	Data
<b>Bromley Heath Infants School</b>	
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils (including Service Premium)	Less than 1% (1.7%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 to 2023-24
Date this statement was published	
Date on which it will be reviewed	October 2024
Pupil premium lead	A Hodge
Governor lead	H Sutton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2021-22)	£2345
Recovery premium funding allocation this academic year (2021-22).	£1134 (+285 from school 25%)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Service premium funding (2021-22)	£620
<b>Total budget for this academic year</b>	<b>£4384</b>

# Part A: Pupil premium strategy plan

## Statement of intent



*The use of Pupil Premium, Service and Recovery Funding – whilst relatively low – will be used to support all children to ‘be the best they can be’. We maintain high expectations for all our children, regardless of background or need and use funding to ensure ‘keeping up’ and equity of opportunity.*

*We look at evidence from research sources, such as the Education Endowment Fund and Ofsted findings, as well as knowledge of the small number of children in our school who are in receipt of funding. We are mindful that both Pupil Premium and Recovery funding does not need to be solely used for the benefit of those children but can include others. We aim for our Pupil Premium children, who are often post looked after, to develop age appropriate reading skills so that they can access the curriculum as they move forward and to create a foundation for future success. In addition, we look to support children who may be in need of ‘keeping up’ support following Covid; this is especially relevant academically for our cohorts exiting July 2022 and 2023 and socially for our exiting cohort 2024 (who though did not miss school/ nursery time, did miss out on social activities and spending time with social groups outside of the home). We note the gap in early reading (including phonics) for children struggling to keep up and the impact that Covid and lockdowns had on this. For our children in receipt of Service Premium, we take note of the guidance that this is for pastoral care and feel this is appropriate for the children in our care.*

## Challenges

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

Challenge number	Detail of challenge
1	<i>Reading Fluency and understanding of vocabulary.</i>
2	<i>Emotional support struggling with changes to routines and worries</i>
3	

4	
5	

## 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><i>For all children to reach age appropriate reading skills by the end of KS1 (or if significant SEND needs to make better than expected progress)</i></p> <p><i>PP funding and Recovery Funding.</i></p>	<p><i>90%+ of children will attain age level expectations in reading by the end of key stage 1; those that are struggling to 'keep up' will be supported in doing so.</i></p>
<p><i>For Service (and other) children to have opportunities to discuss and share worries and anxieties.</i></p> <p><i>Service funding/ PP funding</i></p>	<p><i>Children will be identified, by school or families, as needing additional support and be supported by a qualified ELSA practitioner to develop strategies to support their management of anxiety.</i></p> <p><i>Service children will have regular opportunities to discuss worries which are likely to be outside the experience of other children.</i></p>

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

Budgeted cost: £ *Reading for Fluency –reading ranger £3000 plus individual TA/ HLTA support; 1-1 reading with running reading records £1420+*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading intervention training (Reading lead) and Reading for Fluency intervention</i>  <i>RWI intervention</i>	<p>The Reading lead is an experienced and outstanding practitioner. The training that she is taking part in is 'Reading For Fluency' from the Herts for Learning; fluency is crucial at key stage 1 to develop strong readers. Evidence from Herts for Learning showed significant impact for children who took part in the intervention in KS1: 75% of pupils made more than 6 months progress in reading comprehension age and pupils made an average of 9 months' progress in reading accuracy age. Findings verified by The Institute for Effective Education Pupils also typically demonstrated increased stamina, improved reading accuracy, increased enjoyment of reading, heightened confidence and improved engagement with a range of reading material. The Education Endowment Fund research shows that both phonic and reading comprehension interventions have high impact: fluency is also described as a bridge between decoding and comprehension and is key to develop early reading.</p> <p>Research shows that fidelity to phonics scheme yields the best results. We aim for all children to keep up, which for some includes careful 1-1 or small group support in addition to remember the sounds taught. The impact is 95% of children in 2019 and 2021 passing the phonics check.</p>	1
<i>Training for 2x TAs and support from students</i>	This support will be for our lowest 20% and will include running records. The UWE evidence	1

<p><i>from UWE as part of a Reading project. This will lead to the implementation of 1-1 reading, including running reading records to support the lowest 20% in an intensive programme</i></p>	<p>shows that when run previously, the children made an average of 4.29 months progress over 10 sessions (5 weeks). As this is 1-1 support and pinpoints difficulties for each child, support is individualised informing how their support progresses and impact on group and whole class foci.</p> <p>Recovery funding will fund this in term 3 and 4 (and onwards funded by the school budget) accounting for 70 hours of HLTA time though we will probably use more and go into terms 5 and 6 funded through the school budget.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ Elsa Practitioner £3093 (there may also be specific support for children dependent on need e.g. a mentor, which is not included in the strategy)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>ELSA support work with service children, as well as other children which need support with emotional wellbeing. This includes ongoing supervision and support for the ELSA practitioner from the educational psychology team.</i></p>	<p>Research published by the <a href="#">Education Endowment Foundation</a> in their <a href="#">Teaching and Learning Toolkit</a> provides evidence to indicate the positive impact of Metacognition and Self-Regulation as well as Social and Emotional Learning as being +7 and +4 respectively. This indicates that it has a positive impact on children's learning. In addition, research by the Journal <a href="#">Educational Psychology in Practice</a> on the impact of the ELSA programme on pupil well-being suggests that the ELSA programme has a perceived positive impact on multiple components of pupil well-being including positive emotions, negative feelings, engagement, resilience, optimism, accomplishment and relationships.</p> <p>The positive well-being changes experienced by the pupils occurs not only through identified strategies, but also by talking, and forming a close relationship with the teaching assistant.</p> <p>There is good evidence within the school supporting the work of the ELSA, who receives regular ongoing training sessions with an educational psychologist, that children benefit</p>	<p>2</p>

	from this support in developing emotional wellbeing and developing strategies to support worries.	

**Total budgeted cost: £ 7513**

## **Further information**

*Given the small number of Pupil Premium children, there may be additional 1-1 support for individual targets, especially where they coincide with a SEND need, or specific objectives around clubs funded to ensure equity of opportunity. This is on an individual basis.*

## **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 published statement on our website regarding impact.*

*<https://www.bromleyheathinfantschool.co.uk/wp-content/uploads/2021/10/2020-21-Pupil-Premium-Reviewed.pdf>*

*This also included the service premium.*