

## Bromley Heath Infants School Three Year 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 from 2021-24.

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 were 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 (December 2022)  | 181                                    |
| Proportion (%) of pupil premium eligible pupils (including Service Premium)                                     | 1%                                     |
| 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   | December 2021<br>Amended December 2022 |
| Date on which it will be reviewed   | October 2024                           |
| Pupil premium lead  | A Hodge                                |
| Governor lead   | H Sutton                               |

## Funding overview

| Detail  | Amount                       |
|---|------------------------------|
| <i>Pupil premium funding allocation this academic year (2021-22)</i>                          | £2345                        |
| <i>Recovery premium funding allocation this academic year (2021-22).</i>                      | £1134 (+285 from school 25%) |
| <i>Service premium funding (2021-22)</i>  | £620                         |
| <i>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</i> | £0                           |
| <i>Total budget for this academic year 2021-22</i>  | £4384                        |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)        | £0                           |
| Pupil premium funding allocation this academic year (2022-23)                                 | £2410                        |
| Service premium funding (2022-23)   | £320                         |
| Total budget for this academic year 2022-23   | £2730                        |

# 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, the children 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> |

## 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   |
|--|--|
| <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)<br/>PP funding.</i> | <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>   |
| <i>For Service (and other) children to have opportunities to discuss and share worries and anxieties.<br/>Service funding/ PP funding</i>                              | <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.<br/><br/>Service children will have regular opportunities to discuss worries which are likely to be outside the experience of other children.</i> |

## 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 2021-22: £ *Reading for Fluency –reading ranger £3000 plus individual TA/HLTA support; 1-1 reading with running reading records £1420+*)

Budgeted cost 2022-23: £ *HLTA support £3000+ (hour a day); ELSA £2716*

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed   |
|--|---|---|
| <p><i>Reading intervention from HLTAs for lowest 20% - focusing on fluency and as comprehension</i></p> <p><i>RWI intervention for lowest 20% supporting all to 'keep up' with our phonics approach</i></p>  | <p>The Reading and Phonics leads are experienced and outstanding practitioners. As a school, they led training at the start of the year, including using the Read Write Inc portal. 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. 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.</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.</p> | <p>1</p> <p><i>£3000 HLTA support, including below – working with BRP</i></p> |
| <p><i>Training for 1x HLTA (Y2) and support from students 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 designed to build fluency.</i></p> | <p>This support will be for our lowest 20% in Y2 (but who have passed or have now passed the phonics screening) and will include running records. The UWE evidence shows that when run previously, the children made an average of 5 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>1</p>  |

|  |  |  |
|--|--|--|
|  | <i>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.</i> |  |
|--|--|--|

## 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                       |
|--|---|---|
| <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>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 from this support in developing emotional wellbeing and developing strategies to support worries.</p> | <p>2</p> <p>£2500<br/>£216<br/>supervision (EP)</p> |

**Total budgeted cost 2021-22 (inc recovery premium): £ 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

Reviews of previous academic years.

*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.*

#### *Review 2021-22 (during 3 year strategy)*

Priority 1: 90% of children in 2021-22 (compared to 75% nationally) passed the phonics check. In 2021-22, 87% achieved the expected standard at the end of KS1 in reading (compared to 67% nationally), including in receipt of pupil/ service premium. The school was very proud of these results.

Priority 2: Across the year, 19 children benefitted from ELSA support, including with anxiety, concern around parents in the armed forces and bereavement. The length of support time varied depending on need. Successes included reducing anxiety for individuals, supporting them in doing so in accessing the curriculum fully, and managing complication emotions following loss, including designing together ways to remember people. Feedback from parents was very positive and children notably looked forward to the sessions.