



Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Buryfields Infant School
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	7 th December 2021
Date on which it was last reviewed	July 2024
Date it will next be reviewed	July 2025
Statement authorised by	FGB
Pupil premium lead	Lauren English
Governor lead	Pete Williams

Funding overview

Detail	Amount
Pupil premium deprivation funding allocation this academic year	£24,849
Recovery premium funding allocation this academic year	£2,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£27,604 (approx.)

Part A: Pupil premium strategy plan

Statement of intent

At Buryfields our vision is to provide a nurturing and inclusive environment in which all children develop emotionally and academically. When they leave our school, all pupils will have built secure foundations to be kind, confident learners who are ready for the next stage of their education adventure. We are a little school that aims to make a big difference to our children, their families and the wider community.

We aim to foster a lifelong love of learning through an exciting, enjoyable, challenging and motivating curriculum. We firmly believe that every child deserves the very best start in life and have high aspirations for all. Our core values underpin all that we do – especially in regard to our most vulnerable pupils – and these are:

Be kind. Be confident. Love learning.

Underpinning our core values are our eight 'learning powers', more specific attitudes and learning attributes that we aim to foster in all of our pupils through explicit and implicit teaching. These learning powers also impact all elements of teaching and learning and behaviour, and they are:

★ Explore ★ Celebrate difference ★ Have a go ★ Make mistakes ★
★ Persevere ★ Aim high ★ It's good to be me ★ Teamwork ★

The ultimate aim for all of our pupils is to ensure that they leave our school having the best possible outcomes, with an uncompromisingly positive attitude towards learning and school and with high aspirations for what they can achieve now and in the future.

How does your current pupil premium strategy plan work towards achieving those objectives?

The key principles of our strategy are to ensure that pupils in receipt of FSM PP funding make the same or better progress than their peers, and that any disadvantages as a result of their financial status are mitigated as far as is feasible in school. This might be through individual or small group interventions alongside Quality First Teaching.

Challenges

This details the key challenges to achievement that we have identified among our pupils in receipt of pupil premium and amongst our Service pupils.

Challenge number	Detail of challenge
1	Speech and language: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupils who are in receipt of FSM PP. These are evident from Reception through to Year 2.
2	Reading: Assessments, observations, and discussions with pupils suggest that pupils in receipt of FSM PP generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. From our monitoring of reading records, many children who are FSM do not read as frequently at home as their peers.
3	Maths: Internal assessments indicate that maths attainment among FSM pupils is significantly below that of their peers.
4	Social and emotional needs: Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, particularly post-Covid. Over the past three years all of the families with Level 4 Children's Social Care involvement have been in receipt of Pupil Premium. These challenges particularly affect FSM pupils, including their attainment.
5	Attendance: Our attendance data indicates that attendance among pupils in receipt of FSM PP is lower than for non-disadvantaged pupils as a group. In 2021-22 and 2022-23 attendance for FSM children was lower than that for non-FSM pupils. Our assessments and observations indicate that absenteeism is negatively impacting pupil progress.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among FSM pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics scores in the Phonics Screening assessments	By June 2024 100% of our FSM pupils will have passed the phonics screening by the end of Year 2.
Improved reading attainment and engagement among disadvantaged pupils.	Year 2 reading outcomes in 2023/24 show that more than 75% of FSM pupils met the expected standard. FSM

	children attend the Odiham Book Exchange and make use of the school library before school.
Improved maths attainment for disadvantaged pupils by the end of KS1.	Year 2 maths outcomes in 2023/24 show that more than 75% of FSM pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by behaviours in school, feedback from children, parents and staff, nurture group case studies as well as the Year 2 wellbeing survey (started 2022-23). Mayhill Junior School report positively on the successful transition between Year 2 and Year 3.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance and where poor attendance has been noticed, this is quickly addressed, measures and support put in place and there is a noticeable improvement in punctuality and/or attendance.

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: £5,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily	2

stronger phonics teaching for all pupils. We will fund teacher release time to embed key elements of the SSP programme and to plan and deliver staff CPD	comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Co-ordinating PP strategy, attending training and cascading to staff to ensure a coherent and consistent approach.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1

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

Budgeted cost: £15,756

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Speech and language specialist teaching	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1

Vocabulary assessment and support	Expressive and, if needed, receptive language assessments of all PP children. All children to have a vocabulary book; those who know all words will have more ambitious vocabulary given. More liaison between parents and carers and classroom staff. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
We will fund release time for the SENDCo to co-ordinate and plan interventions with teachers and support staff, as well as to monitor their effectiveness		2

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

Budgeted cost: £5,281

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support - 1:1 or small groups and weekly nurture groups Ongoing CPD and support costs for ELSA	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. Purchase of books that support the development of pupils' emotional well-being and understanding of diversity. Social and Emotional Learning EEF	4 6 7
Funding for extra-curricular clubs and offsite trips	Our evidence has shown that children gain a lot of confidence from attending clubs. Our trips are reviewed for their impact on all children's learning.	4, 5
Purchasing of CPOMS	CPOMS allows the transfer of information between schools with minimal time and effort, ensuring ongoing continuity of care. It also ensure that we are easily recording incidents and involvement from external agencies and internal interventions for our disadvantaged pupils.	4, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £26,507

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Please find our review of the PP Strategy 2020-21 and 2021-22 on our [website](#).

July 2024

Speech and Language:

EYs: There were no children in receipt of FSM PP who worked with the Speech and Language specialist in school last year.

KS1: Two children in receipt of FSM PP worked with Sp&L specialist in 2023-24. The child in Year 2 has made extraordinary progress due to the high expectations and ambition of what they could achieve, close working with classroom staff and with parents as well as the quality, consistency and frequency of the work with the Sp&L teacher. The Year 1 child made good progress; accelerated was not possible due to physiological barriers.

Receptive and expressive language: all children in receipt of FSM were supported to access vocabulary workbooks throughout the year. End of year assessment showed that there was limited progress and we will be reviewing how to ensure that there is more impact from this programme next year.

Outcomes:

Phonics teaching using the Little Wandle Revised Letters and Sounds continues to be firmly embedded across the school.

	All	Disadvantaged
Year 1 Phonics Results 2022	86% (50/58 pupils)	50% (4/8 pupils)
Year 1 Phonics Results 2023	92% (47/51 pupils)	83% (5/6 pupils)
Year 1 Phonics Results 2024	93%	86% (4/5 pupils)

	All	Disadvantaged
Year 2 Phonics Results 2022 (% of those children who did not pass the check in Year 1)	78%	50%
Year 2 Phonics Results 2023 (% of those children who did not pass the check in Year 1)	91%	57%
Year 2 Phonics Results 2024 (% of those children who did not pass the check in Year 1)	91%	88%

The quality of the SSP, time spent on staff CPD and interventions positively impacted upon disadvantaged pupils leading to improved outcomes.

Year 2 SATs Teacher Assessment Data 2022-23

Reading and writing	Reading EXS+ %	Reading GDS %	Writing EXS+	Writing GDS	Maths EXS+	Maths GDS
All (56 pupils)	79%	42%	75%	32%	75%	35%
Disadvantaged (8 pupils)	63%	13%	50%	0%	50%	0%

From 2024 schools no longer submit end of KS1 data to the LA but we continue to assess children against age related expectations. Data for July 2024 for Year 2 are as follows:

Reading and writing	Reading EXS+ %	Reading GDS %	Writing EXS+	Writing GDS	Maths EXS+	Maths GDS
All (56 pupils)	81%	53%	77%	19%	86%	28%
Disadvantaged (8 pupils)	63%	25%	50%	0%	63%	0%

Social and Emotional Needs:

CPOMS is used almost daily; this year 603 incidents have been reported across the school; the marked increase from last year was due to having a child in Alternative Provision. This child was not in receipt of FSM PP. With continued improved analysis by DSLs it has become a more useful tool to track, monitor and action incidents and safeguarding concerns.

Nurture group continues to run every week and there continues to be a noticeable improvement in engagement, communication and confidence in all children. The HLTA who leads the nurture programme continues to refine her practice and activities and reports to class teachers and SLT about progress made.

ELSA – we continue to have two ELSAs practising in school to cope with demand. All children will be finishing their programme within the first two weeks of the autumn term at the latest (to allow for settling in time).

Attendance:

	All pupils	Disadvantaged pupils
2021-22	96.8%	92.8%
2022-23	96.3%	93.2%
2023-24	96.6%	93.8%

We took a proactive approach to attendance and punctuality, and supportive meetings and voluntary parent agreements were put in place. Three disadvantaged children had an attendance of less than 90% although there were exceptional circumstances for one of these children. One child who had had lower than 90% attendance last year had over 90% attendance due to ongoing support; we have identified another two children whose attendance improved following parenting agreements.

Pupil conferencing continued to show children's improving understanding of the importance and impact of good attendance.

Off-site trips and clubs: The take up for this remains good as we continue to offer places to disadvantaged children first. In the autumn term 18 club places were paid for by school, 19 in spring and 20 in summer.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle Revised Letters and Sounds	Little Wandle