

Pupil premium strategy statement - 2022-2025

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bedgrove Infant School
Number of pupils in school	F2-Year 2: 356 F1: 77
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	4 th September 2023
Date on which it will be reviewed	1 st September 2024
Statement authorised by	Miss J Lawrence
Pupil premium lead	Mrs Louise Sim
Governor / Trustee lead	Mrs Sue Quirk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2022-2023 - £40,178
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40,178

Part A: Pupil premium strategy plan

Statement of intent

Bedgrove Infant School is a vibrant and happy school with a hardworking, enthusiastic, and dedicated staff team. We have a very well established and experienced senior leadership team and a school ethos of no excuses, the highest expectations, urgency, and children and staff at the heart of all we do.

We are a large, four form entry Infant school in Aylesbury, Buckinghamshire in an area of varying deprivation and children can start school with us from 3 years of age. 14% of our pupils speak English as an additional language and a growing number of our children start school with very low-level language skills.

For us, early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy/speaking and reading. We are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners both prior to, and at the end of, the school day. We strongly believe our curriculum *is* our children's opportunity and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for **all** our educationally disadvantaged pupils.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for **all** our pupils and they all fully understand the part they play in addressing educational disadvantage.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice.

A clear, shared understanding of strategic milestones and goals, set out at the start of the strategy, enable constructive conversations between staff members, governors, and leaders. This interacts positively with partnership/school-improvement work with organisations such as the EEF, Marc Rowland and the Buckinghamshire Challenge Strategy for improved outcomes for Disadvantaged children. It means quality assurance is unequivocally purposeful, transparent, and focussed on the main thing, improving teaching and learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>In previous years, many of our disadvantaged pupils did as well as, if not better than our non-disadvantaged. This was not the case in 2021 and 2022. This has resulted in some knowledge gaps leading to more of our pupil premium pupils falling behind age-related expectations in reading, writing and maths. Outcomes for 2023 have improved across the board, but children still will require further support to ensure that this trend is maintained.</p>
2	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic, 33 pupils currently require additional support with social and emotional needs. 15 children attend our daily 'Talk and Toast' nurture provision, 8 children are receiving play therapy and 10 children are receiving small group therapy sessions (ELSA).</p>

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 and language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment for disadvantaged pupils at the end of KS1	KS1 reading outcomes in 2024/25 show that more than 80% of disadvantaged 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 2024/25 demonstrated by: <ul style="list-style-type: none">• Qualitative data from student voice, student and parent surveys and teacher observations• Quantitative data using SDQ's for Talk and Toast, ELSA and Play therapy• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed high quality adult/child interactions in the early years and across the school</p> <p>Continue to enhance our language rich learning environments</p> <p>Introduce well targeted Learning Walks to enhance</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</p> <p>https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf</p> <p>Teaching by Listening: The Importance of Adult-Child Conversations to Language Development Frederick J. Zimmerman, Jill Gilkerson, Jeffrey A. Richards, Dimitri A. Christakis, Dongxin Xu, Sharmistha Gray and Umit Yapanel</p> <p>Early Excellence – ‘Navigating a sea of Talk’ https://earlyexcellence.com/latest-news/press-articles/navigating-the-sea-of-talk/</p> <p>Professor Julie Fisher – ‘interacting or interfering’</p>	<p>1</p>

<p>inclusive practice and participation for all in lessons – cold calling, questioning, vocabulary</p> <p>Purchase resources and fund ongoing teacher training (Early Excellence, Lesley Clarke Synthetic Phonics, Widgit, SALT)</p> <p>Visit other excellent schools/MATs to look at best practice</p> <p>Keep up to date with all relevant research</p>	<p>https://www.mheducation.co.uk/interacting-or-interfering-improving-interactions-in-the-early-years-9780335262564-emea-group Changing educational practice in the early years through practitioner-led action research: an Adult-Child Interaction Project</p> <p>IMPROVING LITERACY. Supporting oral language development. EEF 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</p> <p>Deepening knowledge through vocabulary training: https://impact.chartered.college/article/beck-deepening-knowledge-through-vocabulary-learning/</p> <p>Language for behaviour and emotions (Word Aware): https://www.routledge.com/Language-for-Behaviour-and-Emotions-A-Practical-Guide-to-Working-with-Children/Branagan-Cross-Parsons/p/book/9780367331832</p> <p>Accountable talk (Resnick) https://www.researchgate.net/publication/324830361_Accountable_Talk_Instructional_dialogue_that_builds_the_mind</p> <p>Collaborative learning https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</p>	
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<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff (PSHE Curriculum, RSE, Calming Cats, ELSA, TA meetings, Virtual School)</p> <p>Talk and Toast from F1-Year 2</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions)</p> <p>Phonics and Reading leads provide weekly coaching and training for staff at all levels</p> <p>Regular External Training led by experienced Lesley Clarke consultant at least 6 x a year for staff across the school</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA & Play therapy sessions for vulnerable pupils led by skilled and experienced professionals</p> <p>Provide high quality in-school mentoring/support for identified pupils in KS1</p> <p>School to partially fund the school's nurture provision so that we can continue with nurture provision for all children who would benefit from this</p> <p>Talk and Toast to run daily for children from F1 to Year 2</p>	<p>Mentoring EEF (educationendowmentfoundation.org.uk) bacp-school-based-counselling-for-all-briefing-dec15.pdf</p> <p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014)</p> <p>Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)</p>	<p>2</p>
<p>Embed the Trauma Informed Practice approach in school - focusing on a key school principle – building and maintaining positive, trusting and beneficial relationships with all our children and families – understanding where</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Enfield - Trauma Informed Practice E-TIPS, Enfield SWERRL Team The Lighthouse</p>	<p>2</p>

<p>they are coming from and that all behaviour is communication</p> <p>Provide ongoing CPD for staff by the Virtual School and Inclusion Team: DHT and SENDCo (also our mental health lead)</p>	<p>Anna Freud Centre</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £50,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Over a period of many years since 2012, the outcomes at the end of KS1 almost always show that our disadvantaged students perform as well as and, in many cases, better than their non-disadvantaged peers. The aim at Bedgrove Infant School is for **all** pupils, whatever their needs and starting points, to attain well and we know many of our non-pupil premium pupils still need extra support.

Our end of KS statutory assessments 2022 indicate the performance of disadvantaged pupils remains lower than their NPP counterparts in some areas. This would suggest we are still seeing the negative impact of COVID on overall reading, writing and maths results for our PP pupils, however, the gap has reduced in year 2 when compared with our 20/21 assessments. We will continue to work hard to accelerate progress for all our pupil premium and educationally disadvantaged pupils this year, ensuring consistently high-quality classroom practice, with a focus on language acquisition in all its forms across the whole curriculum.

Our assessments and observations continue to indicate that pupil behaviour, wellbeing and mental health were significantly impacted due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils which is why this will remain a clear focus for us for the next three years. Impactful Inclusion (Pupil behaviour, attitudes and wellbeing) is a key strand on our school improvement plan (Purple Progress Plan) 22-23.

At Bedgrove Infant School, we always aim to provide exceptional pastoral support to pupils and families and all our staff are completely committed to the Bedgrove Infant School community. We all hold our families in very high regard, irrespective of background and staff try to develop 'conversations,' and a sense of belonging rather than expecting all families to behave in the same way. We rarely say no because it is just the right thing to do. Whilst working with Marc Rowland throughout 2022-23 as part of the Buckinghamshire Challenge Strategy to improve outcomes for disadvantaged children, Marc nominated our 'Talk and Toast' initiative for the 'Raising Attainment Award' in Buckinghamshire Schools, which we subsequently won.

Externally provided programmes

Programme	Provider
Lesley Clarke Synthetic Phonics	Lesley Clarke
White Rose Maths	White Rose Hub
Lexia Reading	Lexia

Further information (optional)

Our strategy for *all* our educationally disadvantaged pupils is based on three key principles:

We focus on:

- The vital importance of an **open and enthusiastic culture and positive relationships** (staff, pupils, parents, governors, external partners and the wider community)
- **The highest expectations** of all staff and pupils and a clear and shared understanding of what constitute high quality classroom practice through our use of words (highest expectations, urgency, flexibility, immediate intervention, challenge, support and high-quality adult-child interactions)
- **Leadership at all levels** – a clear and shared ambition for and understanding of the learning needs of our disadvantaged pupils and collective responsibility for raising standards of teaching and learning and outcomes across the whole school community.

School leaders work hard to ensure that activities focus on controllable factors – we focus on the **main thing - teaching and learning** - because we know what goes on in the classroom and in our interventions daily makes the biggest difference to the life chances of **all** our educationally disadvantaged pupils. We are also a **RESTLESS** school; we focus on fewer things and aim to do everything well. We are constantly looking to refine and improve our current practice, looking inwards to secure wise development and outwards for the next school improvement strategy, backed by research, and linked to our current priorities.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration, i.e., working with Buckinghamshire Challenge Partnership, our HAF programme, Outdoor learning within our curriculum,

etc. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken last year had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us refine our strategy and we have put a robust evaluation framework in place for the duration of our three-year approach and will continue to adjust our plan over time to secure better outcomes for pupils.

Finally, as a school, we will focus on keeping things **simple, effective, and enjoyable** for us all. We will constantly evaluate and refine our practices and approaches and we will do everything we can to improve the life chances of all our pupils through focusing on what we know makes the biggest difference to our pupils: working together to improve the quality of teaching, learning and support daily.