



Pupil Premium Strategy Statement

School Motto: Dream Big, Aim High



This statement details our school's use of the pupil premium (and recovery premium for the 2023-2024 academic year) funding to help improve the attainment and well-being of our disadvantaged pupils. However, it sits within a three year strategy up to 2024. It also reviews the impact of spending for 2022-2023

School overview

Detail	Data
School name	Butler's Hill Infant and Nursery School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	38% (79 September 2023 inc. Service/LAC)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 / 2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	July / Autumn 2024
Statement authorised by	Rachel Hallam
Pupil premium lead	Johanna Castle
Governor	Phil Kiddy

Funding overview £107,670

Detail	Amount
<p>Pupil premium funding allocation this academic year</p> <p>For 2023-2024, it's allocated based on the numbers of eligible pupils recorded on your roll in the October 2022 census</p>	<p>Pupils who are eligible for free school meals, or have been eligible in the past 6 years (including eligible children of families with no recourse to public funds – NRPF) :£1,455 (2023-24)</p> <p>Pupils previously or currently being looked after by LA/state care:£2,530</p> <p>Service Pupil Premium: £335 per service child who meets the eligibility criteria.</p>
Recovery premium funding allocation this academic year	2022-2023 / 2023-2024: £145 per eligible pupil

<i>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</i>	<i>£0</i>
<i>Total budget for this academic year – based on 2022 Census</i>	<i>£135,315 with £27,645 taken back. £ 107,670 based on 78 pupils 2022 census</i>

Part A: Pupil Premium Strategy Plan

Statement of intent

Butler's Hill Infant and Nursery school is located in Hucknall, Ashfield, Nottinghamshire. The school location has long been identified nationally as an area of low social deprivation.

We recognise that our disadvantaged pupils face a wide range of barriers which may impact on their learning. Our intention is that all pupils; irrespective of background or the challenges they face, make good progress across the curriculum.

The focus of our Pupil Premium strategy is to support disadvantaged pupils, including those under social care, to achieve their potential. We will consider the challenges faced by our most disadvantaged pupils. At Butler's Hill this means Pupil Premium, FSM6, LAC, vulnerable, SEND and EAL, Service children, who meet the criteria. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

When making decisions about the use of our Pupil Premium funding to we consider the context of our school and the subsequent challenges and barriers which impact on learning. Our rationale is based on research, including the Education Endowment Foundation's pupil premium guidance as advocated by the Department for Education. Developing teaching and learning across the school is a priority and is proven to have the greatest impact on closing the disadvantaged attainment gap. Where children have specific needs, we address these through targeted academic and well-being support. We approach this holistically using the EEFs tiered approach with Quality First Teaching, Targeted Intervention from our highly skilled TA's and Wider Strategies that affect our children. We will also facilitate pupils through accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being. We aim to target and improve disadvantaged pupils' attendance at school, enabling them to experience the full learning experience at Butler's Hill Infant and Nursery School

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged appropriately in the work that they're set, to achieve their full potential*
- act early to intervene at the point need is identified*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

Challenges

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

Challenge Number	Detail of Challenge 2023
1. (SLC)	<p>Assessment, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps amongst many of our children including disadvantaged children, which ultimately impacts on early reading skills. These baselines are historically low year on year.</p> <p>FI Data baseline/entry 2023 Communication and Language: ARE PP 0% (NPP 11%) Compared with FI Data baseline/entry 2022 ➤ Listening, Attention and Understanding – ARE PP 0% (NPP 4%) Speaking: ARE PP 0% (NPP 4%)</p> <p>F2 Data baseline/entry 2023 (Not all F2 enter from our FI provision) ➤ Listening, Attention and Understanding – ARE PP 38% (NPP 39%) Speaking: ARE PP 23% (NPP 36%) Compared with F2 Data baseline/entry 2022 (Not all F2 enter from our FI provision) ➤ Listening, Attention and Understanding – ARE PP 6% (NPP 20%) Speaking: ARE PP 0% (NPP 20%)</p> <p>F2 2023 Cohort stronger than previous year group in SLC</p> <p>F2 WellComm Baseline Assessment 2023 – NB only children of concern were assessed this year not complete cohort ➤ ALL - ARE Baseline TOTAL = 38/75 = 51% / PP ARE Baseline- TOTAL = 5/14 = 36% ➤ Compared with 2022 PP 24% ARE / NPP 29%</p>
2. (RWN)	<p>Assessments, observations and discussions with pupils indicate the vast majority of pupils enter school in FI / F2 from low starting points and below age related expectations (ARE) in the key areas of reading, writing and maths and therefore has an impact on achieving ARE by the end of KSI. These baselines are historically very low year on year.</p> <p>FI Data baseline/entry 2023 PP ARE Literacy 0% (NPP 3%) Maths 0% (NPP 0%) Compared with FI Data baseline/entry 2022 PP ARE Reading 0% (NPP 4%) Writing 0% (NPP 4%) Maths 0% (NPP 4%)</p> <p>F2 Data baseline/entry 2023 PP ARE Reading 0% (NPP 26%) Writing 0% (NPP 13%) Maths 23% (NPP 11%) Compared with F2 Data baseline/entry 2022 (Not all enter F2 from our FI provision) PP ARE Reading 0% (NPP 7%) Writing 0% (NPP 7%) Maths 6% (NPP 13%)</p> <p>2023 PP Cohort similar to 2022 apart from Maths which is stronger</p>
3. (PH)	<p>The introduction of an SSP 2022-23 has supported phonic outcomes in 2023. However, assessments, observations, and discussions with pupils suggests disadvantaged pupils generally have weaker phonic knowledge and application than their peers (as above reading and writing data suggests). This could be due to a lack of support in the home through reading practice or a lack of books at home to have read to them, which also impacts on their early reading development.</p> <p>Phonic outcomes 2023 significantly reduced the gap: FSM6/PP 87.5% NFSM6 School 91.7% Gap -4.2% Compared with Year 1 Phonic Screening for 2022 showed a gap of -17% between PP (63%) and NPP (80%) pupils</p> <p>End of KSI Phonic outcomes 2023 reduced the gap: FSM6 85.7% NFSM6 94.7% Gap -9% Compared with All pupils ending Year 2 for 2022 showed a gap of -18% between FSM (82%) and NFSM (100%) – ➤ However, schools outcomes were higher than the LA for both groups</p> <p>Target: for this progress to be maintained year on year and to be seen in pupils reading and writing outcomes across school and in end of KSI data for 2024</p>
4. (ATT)	<p>There continues to be a gap between the attendance of PP and NPP children and this will remain a target</p> <p>Attendance data 2022-2023 Number of children on Pupil Premium = 78 Pupil Premium Children being monitored for attendance = 41 (53%) Pupil Premium Children attending Panel Meeting = 24 Pupil Premium Children to be fined = 3 non-attendance / 3 holidays / 3 referred to EHU as well as fined.</p>

	<p>Total % Attendance Number Persistently Absent PP 30.77% (36 children) NPP 9.02% (12 children) Gap of -21.75% - PP remains a target.</p> <p>0 Severely Persistent (50% and below)</p>
5. (M/H)	<p>Our assessments and evaluations indicate that the general <u>well-being</u> of many of our disadvantaged pupils continues to be a focus for the school. With more cases of personal hygiene being an issue we have taken steps to support our younger children further through the employment of a Personal Care Assistant</p> <p>SIP – 22-23 /23-24 – To Raise profile of Mental Health / well-being for the whole school community</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
1. Improved oral language skills and vocabulary amongst all children and in particularly the disadvantaged cohort starting in the Early Years.	<p>In conjunction with the literacy co-ordinator assessments, discussion and observations oral language will significantly improve amongst the disadvantaged cohort. This will have a positive impact on the progress made from the children's starting points, will more disadvantaged children achieving the Communication and Language area in the new EYFS.</p> <p>Introduction of WellComm Toolkit to drive forward targeted support through diagnostic baseline assessments</p>
2. QFT will drive improved attainment in reading, writing and maths – working towards reducing the gap between disadvantaged and non-disadvantaged pupils.	<p>Outcomes from 2023-24 will show that disadvantaged pupils make sustained progress from their starting points towards the end point. With attainment levels being closer to that of National expectations and gaps between disadvantaged and non-disadvantaged being reduced. Make sustained progress towards the end point, from their starting points</p>
3. SSP to improve phonics outcomes for all children especially our most disadvantaged pupils, having a positive impact on reading (and therefore writing) outcomes at the end of KSI	<p>The introduction of the SSP saw improvements in Phonics for our disadvantaged children in terms of the end of Year 1 phonic screening and End of KSI screening – this SSP must now filter into improved reading outcomes at the end of KSI – not just in phonic screening. By year 2 if phonic application has improved / secure it will enable children to focus their attention on comprehension and reading fluency.</p> <p>Reading outcomes are also improved as a result of new SSP with more children achieving ARE at the end of KSI</p> <p>Target: Begin to see the impact of the SSP in writing for 2023-2024 Y2 cohort</p>
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustain higher attendance for 2023-24 demonstrated by: Continuing careful monitoring and timely referrals to reduce the number of 'persistent' absentees (children below 90% attendance through unauthorised absences)</p> <p>The average attendance for both PP/Disadvantaged and NPP will be in line with Government expectations of 96%+, with the gap between these groups at a minimum.</p> <p>➤ 2023 PP: 91.28% NPP: 95.24%</p> <p>The appointment of an Attendance Officer 1 day per week is proving invaluable.</p>

<p>5. To improve our children's mental health and emotional and regulative behaviour through developing their executive functioning skills to support them in all aspects of their lives / SEL</p> <p>To achieve and sustain improved wellbeing (social, emotional and behavioural) for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Target: To utilise SAS subscription effectively to support pupils wellbeing</p>	<p><i>Qualitative data from pupil voice, parent surveys and teacher observations.</i></p> <p><i>Participation in enrichment, particularly amongst disadvantaged pupils.- children to be prioritised for after school activities.</i></p> <p><i>SENCO referral stabilises with fewer referrals being made 2023-24</i></p> <p><i>Improvement in our children being able to regulate their own behaviour, with improved metacognition, working memory and greater emotional control – CPOMS data available</i></p> <p><i>Staff to access Personal Plans for specific identified children PP/NPP where appropriate using Notts. County Council Educational Psychology Service</i></p> <ul style="list-style-type: none"> ➤ <i>Executive Functioning: - Observable Behaviours</i> ➤ <i>Executive Functioning – Strategies and Interventions</i> <p><i>Motional - Emotional Wellbeing & Mental Health Online (https://www.motional.io)</i></p> <p><i>Motional is a suite of evidence-based tool designed to measure, positively impact, and report on emotional health across the whole school or individual.</i></p>
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Activity in this academic year – 2023/24

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching

Budgeted cost £64,602

HIGH QUALITY TEACHING			
EEF – Teaching Menu of approaches	Activity	Evidence	Challenge
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils Oracy / SLC Vocabulary Across all subjects	Embedding dialogic activities / STEM sentences across the whole school curriculum in order for children to articulate ideas, consolidate understanding and extend vocabulary Literacy Lead release time to implement and monitor the use of SLC / vocabulary across the curriculum and the school as well as in the foundation stage. Begin to embed some of the Oracy Programme strategies gained through Notts. County Council Education Improvement Achievement and Equality	There is a strong evidence base that suggests communication and language approaches (including dialogic activities) consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-and-languageapproaches https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=oral%20intervention	1
Professional development on	Secure consistent quality teaching of early reading through CPD and coaching to	Early literacy advantages have been consistently found to have a positive effect on	1

<p>evidence based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p>	<p>ensure consistency and share best practice of early and bottom 20% readers</p> <p>Whole school focus on Metacognitive approaches and mediated learning also places emphasis around discussion</p> <p>EEF Key themes to focus: Implementing in our setting</p> <ul style="list-style-type: none"> • one to one intervention – Essential Letters and Sounds • support parents through videos on class Dojo on supporting reading and phonics at home. • daily storytelling and independent reading to be timetabled across school • phonics to a key aspect in the teaching of writing following the SSP approach, resources and strategies. <p>Continue to embed and adapt of DfE validated Systematic Phonics (SSP) Essential Letters and Sounds to impact on reading and writing outcomes – Reading Lead in conjunction with English Support Hub.</p> <p>Enhancement of our maths teaching and curriculum planning inline with DfE and EEF guidance</p> <ul style="list-style-type: none"> ➤ White Rose maths approach to support the mastery approach. Curriculum lead joined the Maths Hub 2022/23 to ensure this is embedded in all year groups to develop consistency and adaption to meet the needs of all pupils. <p>NCETM Mastering Number adopted as a whole class intervention on number fluency – purchase of appropriate whole class resources.</p> <p>Enhancement of our English teaching in line with EEF guidance of 'Improving</p>	<p>early learning outcomes. The early literacy advantages evaluated to date led to an average impact of four additional months progress, with the most effective approaches improving learning by as much as six months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&utm_medium=search&utm_campaign=site_search&search_term=metacognition%20and%20self+++</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/early-literacy-approaches</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension) particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p> <p>Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&utm_medium=search&utm_campaign=site_search&search_term=mastery%20learning</p> <p>Early numeracy: https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/early-numeracy-approaches</p> <p>Pie Corbett Talk for Writing - Limited studies carried out – but schools had positive feedback</p>	<p>2</p> <p>3</p>
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	<p>Literacy in KSI' Fund on-going teacher CPD and release time as required /</p> <p>Writing co-ordinator to evaluate current practice in line with recent OFSTED overviews</p> <p>Focus on writing with emphasis on:</p> <ul style="list-style-type: none"> ✓ oral rehearsal ✓ drafting, editing and revising ✓ Imitating, innovating and inventing <p>The text mapping approach supports our children's need for oral rehearsal, dictated sentences and checking for sense. Handwriting a key focus for the school purchasing a new scheme in 2023/24 to improve fluency and reduce cognitive load for our pupils. OFSTED recognise this importance of handwriting across the curriculum.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</p> <p>https://d2tichwvliusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KSI_Recommendations_Poster.pdf?v=1635355219</p> <p>https://www.marcrhayes.com/post/a-summary-of-ofsted-s-english-research-review-for-teachers-and-leaders</p>	
Mentoring and coaching	<p>On-going CPD for SSP / Early reading English Hub support</p> <p>Whole class reading / staff mentoring of whole class reading strategies - Reading Comprehension (also links with Metacognition) focus on the teaching of reading – for more able readers / Y2 and End of Key Stage outcomes - New Staff to Y2</p> <p>Mastering Number – Training by Maths Planner in each year group to disseminate to rest of team 2023-24</p> <p>White Rose Approach - Mentoring and monitoring as appropriate through observations</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2 (R) 3 (M)
Recruitment and retention of teaching staff	<p>CPD has been at the forefront of SMT strategy to equip middle leaders with greater skills to embed knowledge and understanding of key aspects of their roles.</p> <p>Qualifications have included:</p> <ul style="list-style-type: none"> ➤ NPQL: <ol style="list-style-type: none"> 1. Senior Leaders 2. Behaviour & Culture 3. Leading Teaching ➤ NASENCO – Masters in Special Needs ➤ Forest School – Level 2 	<p>CPD</p> <p>https://d2tichwvliusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p> <p>Workload</p> <p>https://www.gov.uk/government/collections/reducing-school-workload</p>	
Technology and other resources focussed on	Purchase of technology where gaps appear in the resources needed to deliver the	Overall, studies investigating the use of digital technology find that it is associated with	

supporting high quality teaching and learning	curriculum in the early years / SEND room. KSI – Purple Mash to deliver ICT curriculum	moderate learning gains of, on average, an additional four months' progress over the course of a year. Evidence suggests that technology should be used to supplement, rather than replace, other teaching activities and interactions. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology?utm_source=/education-evidence/early-years-toolkit/digital-technology&utm_medium=search&utm_campaign=site_searchh&search_term	
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Targeted academic support

Budgeted Cost: £32,301

2 TARGETED ACADEMIC SUPPORT			
EEF – Teaching Menu of approaches	Activity	Evidence	Challenge
Interventions to support language development, literacy, and numeracy	<p>Release time to embed chosen structured intervention programme to improve listening, narrative and vocabulary skills for disadvantaged children who have low spoken skills / poor phonics</p> <ul style="list-style-type: none"> ➤ Targeted 1:1 reading for the bottom 20% of readers as well those children on the cusp of being ARE. PP/ Disadvantaged children prioritised ➤ ELS Intervention Autumn <ol style="list-style-type: none"> 1. Oral Blending 2. GPC Recognition 3. Blending for Reading ➤ Talk Boost / Early Talk Boost – F1/F2 ➤ <u>WellComm Intervention programme</u> (See part B 2023 review) 	<p>As above – Linked to oracy / phonics / reading</p> <p>The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931313/BSSL_C_Case-studies.pdf</p>	1 2 3
Activity and resources to meet the specific needs of disadvantaged pupils with SEND	<p>SENDCO release time (2 days per week) to support SEND cohort with planning / bids and ensuring all disadvantaged pupils receive QFT and rich curriculum</p> <p>SEND / Disadvantaged groups added to classroom observations to ensure progress is made for all pupils and forms key focus of QFT for all groups of children.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?</p>	

SENDCO	Supported by Lead SENDCO from the Family of Schools in joint observations and whole staff workshops – Curriculum modified across all year groups to ensure SEND pupils are at the core of all teaching strategies and adaptations.		
Teaching assistant deployment	<p>Small group / targeted support during whole class teaching in Literacy/writing and Maths lessons, increasing the adult to child ratio within the classroom.</p> <p>TA not only supporting low attaining disadvantaged pupils but enabling the teacher to spend <u>more</u> time with this group, whilst other pupils in the class are still supported.</p> <p>All TA's attended EEF training in Effective Deployment of Teaching Assistants (Derby Research School) Summer 2022 to support the theory behind making the best use of TA Deployment and deepening the understanding and role of the most effective use of TA's skills</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact on the outcomes for pupils.</p> <p>This has a positive impact of + 4 months</p> <p>EEF notes: Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions and not the limited impact of general deployment – Structured interventions will be key in the success – SSP / 1:1 reading</p> <p>Applications and approaches:</p> <p>Target/Focus: Teachers will not spend less time with this group as a result of TA support, but time will be balanced for the low attaining pupils with T support and TA support in class for other groups.</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://d2tic4wvliusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1635870535</p>	<p>1</p> <p>2</p> <p>3</p>
One to one and small group tuition	School Led Tutoring 2023-2024 - NA	<p>https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-2022-to-2023</p> <p>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:</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>As well as in a small group:</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
Peer to Peer Support	Due to age of our children this needs to be explored further – Potentially make links with KS2 / Broomhill Junior School to establish its feasibility – potentially reading support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring?utm_source=/education-evidence/teaching-learning-toolkit/peer-	

		tutoring&utm_medium=search&utm_campaign=site_s earch&search_term=peer	
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Wider strategies

Budgeted Cost: £10,767

3. WIDER STRATEGIES

EEF – Teaching Menu of approaches	Activity	Evidence	Challenge
<p>Supporting pupils' social, emotional and behavioural needs</p> <p>EEF research indicates: According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>Therefore it is essential to support and manage behaviour effectively to ensure the best chances for the future</p>	<p>SENDCO completed ELSA training and headed up Nurture Leads in each year group to support individuals and group of pupils based on need – to be further embedded 23-24</p> <p>Year groups to identify children to participate in weekly Nurture programmes such as Time to Talk / outdoor activities in the newly acquired Mud Kitchen.</p> <p>Forest School training has also been undertaken to be completed 23-24</p> <p>Whole school approach to improving the quality of social, emotional and behavioural learning (SEL) through a whole school approach by developing:</p> <p>Executive Functioning skills (including Metacognition and self regulation) and a growth mindset to support all our children, but specifically towards our disadvantaged children who often have lower executive functioning skills, through embedding this into routine educational practices and supported by professional development and training for staff where necessary – teachers to produce personalised programmes for both PP/NPP children</p> <p>CPOMS – monitored regularly for behaviour / incidents of reported bullying.</p> <p>Autumn 2022/23 Motional introduced – an online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people. Continue to maintain monitor impact.</p>	<p>https://www.elsa-support.co.uk/about-elsa-support/</p> <p>It is documented that nurture groups are founded on evidence based practices and offer a short-term, inclusive, targeted intervention that works in the long term</p> <p>https://www.nurtureuk.org/what-is-nurture/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_search&search_term</p> <p>Links with Metacognition evidence</p> <p>New EEF for 2023: Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Behaviour https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_search&search_term=behaviour</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	5

	N. McIntyre – NPQ in Behaviour and Culture incorporating Metacognition and Self Regulation as a key strategy and will be supporting staff further with this through CPD workshops – 2023/24		
Supporting attendance	<p>Embedding robust policy and procedures for good practice involves both training and release time of office staff and the SMT</p> <p>The Family of Schools have appointed an Attendance Officer commencing Jan 2023.</p> <p>Attendance is linked to strong home- school relationships and therefore parental engagement is crucial when attempting to raise the profile of attendance within school / weekly DoJo updates of class and whole school attendance</p>	<p>As set out in the DfE guidance.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	4
Extracurricular activities, including sports, outdoor activities, arts, culture and trips	<p>Continue to focus on curriculum enrichment activities (including the arts), both in and out of school. With the rising cost of living for general household basics, there will be even less disposable income for extra-curricular activities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>		5
Breakfast clubs and meal provision	<p>Magic Breakfast – free breakfast club for all disadvantaged pupils who wish to take up this opportunity</p>	<p>The findings suggest that, where improvements are seen, it's not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	
Communicating with and supporting parents	<p>Increase the in-school parent based interaction now the threat of Covid-19 has significantly reduced – Coffee Mornings/ Stay and Play / Big Read and topic celebration afternoon</p> <p>Monitoring parental engagement and profiling disadvantaged pupils supports building a fuller picture and understanding of the whole child to support families.</p>	<p>Parental engagement has a positive impact on average of 4 months additional progress. It is crucial how to engage with all parents to avoid widening the attainment gap.</p> <p>Engaging parents in school life will support improvement of attendance</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-</p>	4

	A number of parental questionnaires are sent out to all parents over the year from various co-ordinators, giving all parents the opportunity to view their opinions and give feedback on all aspects of school.	engagement?utm_source=/education-evidence/early-years-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_searchh&search_term	
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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 2022-2023 academic year.

Challenge	Intended Outcome	Impact
1	<p>Improved oral language skills and vocabulary amongst all children and in particularly the disadvantaged cohort starting in the Early Years.</p> <p>Tiered Approach:</p> <p>Teaching: Time has been allocated through CPD workshops / INSET to support staff in adopting a more dialogic approach across the school curriculum to support children to articulate ideas, consolidate understanding and extend vocabulary ➤ <i>Whole class teaching focus</i></p> <p>Impact: This has been evident in learning walks and observations.</p> <p>Targeted academic support: Structured interventions have followed the WellComm Programme of study for F2</p>	<p>WellComm (speech and language toolkit used with children from 6 months to 6 years of age. It is a means of tracking progress of all children and will identify areas of concern in language, communication and interaction.</p> <p>Baseline Assessment 2022 PP 24% ARE / NPP 29% (Gap of -5%).</p> <p>The entire cohort resulted in 75% below ARE – which has a significant impact on the outcomes made in F2 2022 – 2023</p> <p>Impact for 2022-23 PP 65% ARE (13/20) NPP 80 % (20/25) (Gap of -15%) (of applicable children and 2 children left mid year).</p> <p>Gap has grown between PP and NPP however, +41% progress made using this intervention with PP children and therefore this strategy has been a successful tool this year and will continue to be used on identified children for 2023-2024</p> <p>Impact on current Y1 2023-2024 Whole school focus on oracy and speech, language and vocabulary will be an essential part of teaching and learning - Classroom observations continue to include a focus on talk and vocabulary throughout all learning walks – focus on STEM sentences to enhance children’s use of vocabulary and ability to articulate their understanding.</p> <p>Continue with target 2023 / 2024 – Literacy / Reading Lead (AE) Oracy (Programme through Notts. County Council Education Improvement Achievement and Equality) – To roll out 2023/4</p>
2	<p>Pupils will make improved attainment in <u>reading, writing and maths</u> – working towards reducing the gap between disadvantaged and non-disadvantaged pupils.</p> <p>Tiered Approach:</p> <p>Teaching: CPD and whole staff workshops centred on QFT. Staff Appraisals based around bottom 20% readers and classroom observations have been carried out focusing on one to one reading, writing lessons and mathematics.</p>	<p>F1 Data baseline/entry 2022 PP ARE Reading 0 % (NPP 4%) Writing 0% (NPP 4%) Maths 0% (NPP 4%)</p> <p>End of the year 2023: PP ARE Reading 25% (NPP 54%) Writing 50% (NPP 54%) Maths 50% (NPP 54%)</p> <p>Impact: Good progress made for both PP and NPP children within the cohort. Less progress made within reading than writing and maths.</p> <p>F2 Data baseline/entry 2022 (Not all enter F2 from our F1 provision) PP ARE Reading 0% (NPP 7%) Writing 0% (NPP 7%) Maths 6% (NPP 13%)</p> <p>End of the year 2023:</p>

Impact:

Where developments were identified return observations have been made. Pace of the lesson was identified as an area for development along with chd engagement in some areas. Both have been addressed as a staff.

Targeted academic support:

Structured phonic and reading interventions for bottom 20% readers as well as 1:1 reading for those just ARE have been closely monitored through observation of the Reading Lead and the English Hub

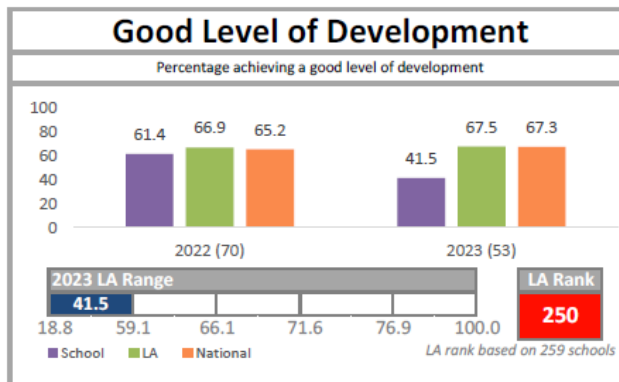
OFSTED 2023 – observed reading interventions – positive feedback for TA delivery.

Impact:

TA deployment has been a focus during in-class / small group support/intervention which has ensured there is a more even split of TA / T working with the LA/SEN children in class.

PP ARE Reading 57% (NPP 51%) Writing 43% (NPP 51%) Maths 64% (NPP59 %)

EYFS: Taken from Data Dashboard focus on FSM 6 End of the year 2023:



Data shows a significant dip since 2022 which is cohort specific.

F2 Data will provide Year 1 with significant challenge therefore keep-up interventions will be essential to close gaps and improve ARE outcomes for Year 1 2023-2024

F2 2022-2023 – a bigger picture

All Pupils	School %	Ashfield %	LA %	National %
Good Level of Development	41.5	60.6	67.5	67.3
Communication and Language	64.2	75.7	80.4	80
Personal, Social and Emotional	56.6	79.8	84.4	80
Literacy	49.1	70.6	75.9	75
Maths	58.5	69.1	77.1	77

❖ This data highlights the challenges that will affect all areas of the curriculum.

FSM	School	Ashfield	LA	National
Good Level of Development	28.6%	46.4%	51.8%	51.7%
Non-FSM Pupils attaining a Good Level of Development	44.7%	64.7%	70.9%	71.5%
FSM Gap	16.2	18.3	19.1	19.8

The above indicates Butler’s Hill gap between FSM and Non-FSM was smaller than National and Local Authority figures.

Outcomes: Along with the significant findings of the WellComm data which indicates levels of language, communication and interaction within the cohort, SEN need was significant as was personal hygiene. This has had a significant impact on learning outcomes for F2 2022-2023 cohort

Impact on current Y1 2023-2024 and end of KSI 2024-2025

Year 1 cohort is starting from an exceptionally low starting point. Quality First Teaching will be an essential part of monitoring for improvement. High SEND need within the cohort impacts on ability to conduct interventions.

Key Stage 1:

Comparison of school Taken from Data Dashboard focus on FSM 6 End of the year 2023:

Area:	School			LA FSM 6	National FSM 6
	NFSM 6	FSM 6	Gap		
Reading	74.4%	51.4%	-23%	54.5% (-3.1)	54% (-2.6)
Writing	64.1%	40%	-24.1%	44.9% (-4.9)	44.6% (-4.6)
Maths	76.9%	57.1%	-19.8	57.4 (-0.3)	56% (+1.1)

School Performance:

Reading – Below LA/National figures – however, support received in Y1 for current Y2, to have an impact 2023-2024 data

Continued Hub support for 2023-2024

Writing – Forms part of SIP for 2023-2024

Introduction of New Year 2 Spelling Programme inline with ELS SSP

Introduction of new handwriting scheme 2023-2024

Maths – Performed mostly in line with LA / National

Hub 2023-2024 – Mastery in Number to support the improvement in outcomes in Maths.

2023 PP School Comparison to 2022 / 2019 – Gaps

End of KS 1 results: 2023 / Compared to GAP in 2019 and 2022

2023 Reading: (all 64%) PP: 54% NPP: 73% Gap: -19%

2022 Gap: -12% 2019 Gap -24% (Gap less than 2019)

2023 Writing: (all 53%) PP: 38% NPP: 68% Gap: 30%

2022 Gap: -10% 2019 Gap -41% (Gap less than 2019)

2023 Maths: (all 68%) PP: 59% NPP: 76% Gap: -17%

2022 Gap: -14% 2019 Gap -28% (Gap less than 2019)

PP/Disadvantaged pupils are prioritised for intervention programmes:

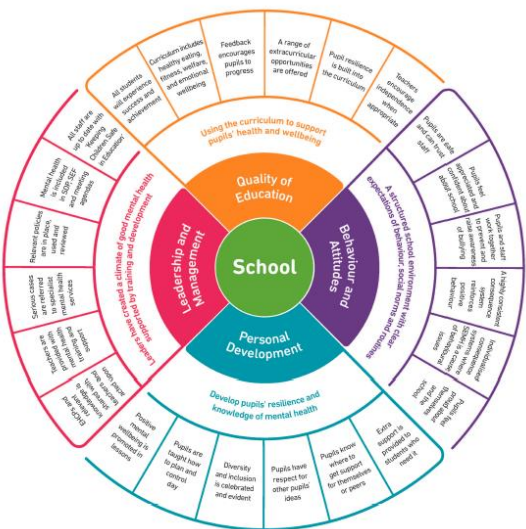

Year 2 Progress: 17 PP pupils receiving additional support.

Attendance: 10 children had below 96% attendance (59%)

Pre-Key Stage Standards (IEP/SEND)

- 1 child at PK2 (6 sets progress, 89% attendance)
- 1 child at PK3 (6 sets progress, 97% attendance)
- 3 children made PKS 4 – Child 1 made 7 sets progress with 100% attendance / Child 2 made 4 sets progress with 91% attendance and Child 3 made 7 steps progress with attendance of 98%.
- ❖ Thus, highlighting the impact of attendance on progress

		<ul style="list-style-type: none"> ➤ 82% made 6-9 sets/bands progress (12 children) over the year. ➤ 41% Children receiving additional support reached ARE by the end of KSI <p>Pupil Voice - There are no significant differences between Pupil Premium and Non-Pupil Premium in terms of attitudes towards learning and aspirational expectations.</p> <p>Book Scrutiny – No significant differences between books between PP and NPP books at the same level (SEN / LA / ARE / HA).</p>
3	<p><i>Phonics improves for disadvantaged pupils, having a positive impact on reading outcomes at the end of KSI</i></p> <p><i>Teaching :</i></p> <p>Targeted Academic Support: Carefully monitored and structured ELS intervention for bottom 20% through observation by the Reading Lead and the English Hub (1:1 reading and targeted phonic support)</p> <p>2023 – 2024: Continued Phonic CPD</p>	<p><i>2022 – 2023 Phonic Outcomes:</i></p> <p><i>Year 1:</i> National: 79% LA: 80.4% School 90.3% (+11.3% compared to national)</p> <ul style="list-style-type: none"> ❖ FSM6 School: 87.5% LA: 67.8% (+19.7%) ❖ NFSM6 School 91.7% LA: 84.2% (+8.4%) <p><i>This will have a positive impact on Y2 outcomes 2023-2024</i></p> <p><i>All pupil at the end of Year 2:</i> National: 89% LA: 90.1% School 90.4% (+1.4% compared to national)</p> <ul style="list-style-type: none"> ❖ FSM6 School: 85.7% LA: 83% (+2.7%) ❖ NFSM6 School 94.7% LA: 92% (+2.7%)
	<p>Wider Strategies: <i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i></p> <p><i>Attendance Officer in post to dedicate 1 day per week to focus on attendance</i></p>	<p><i>2022-2023</i> <i>Total % Attendance Number Persistently Absent (below 96%)</i> PP 30.77% (36 children) NPP 9.02% (12 children) Gap of -21.75% - PP remains a target 0 Severely Persistent (50% and below)</p> <p><i>2022 -2023:</i> PP/Disadvantaged pupils 91.28% / NPP 95.24% Gap -3.96%</p> <p><i>Compared with:</i> 2021-22 - PP/Disadvantaged pupils 90.72% / NPP 93.83% Gap -3.11% 2020-21 - PP attendance was 73.14%, NPP 93.77% Gap -20.63</p> <p><i>NB: +17.58% improvement from 20/21 – 21/22</i></p> <ul style="list-style-type: none"> ➤ Autumn 2022 resulted in 22 panel meeting – 77% of which were PP/Disadvantaged pupils which has supported the improvement in PP attendance (+17.58%). ➤ Summer Term reduced to 3 panel meetings. <p><i>All classes were monitored for attendance half termly due to the impact on intervention and as well as general ability to make progress across the year.</i></p> <p><i>Continued to increase parental engagement throughout the school calendar to raise the feeling of community involvement and supporting attainment through regular big read sessions, MacMillan Coffee Morning, regular Friends of Butlers Hill meetings and parent consultations has continued to offer face</i></p>

	<p>Parental engagement to support attendance and re-build the school community post covid restrictions</p>	<p>to face as well as telephone appointments to ensure 100% of parents are having updates on their children's progress.</p> <p>Increase social events for the children: 2023 Joint Summer Fair with Broomhill Juniors Halloween Disco – also linked to behaviour as an incentive for good behaviour Christmas Fair</p>
<p>5</p>	<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Supporting pupils' social, emotional, and behavioural needs</p> <p>Qualitative data through pupil voice</p> <p>To improve our children's emotional and regulative behaviour through developing their executive functioning skills to support them in all aspects of their lives through continuing whole school Growth Mindset.</p> <p>CPD – for staff training regarding well being and mental health through St. Andrews Mental Wellness Programme for Schools – HT interviewed by local radio due to our involvement in the programme</p> <p>Participation in enrichment / increase opportunities particularly amongst disadvantaged pupils.- children to be prioritised for after school activities:</p>	<p>2022-23 MASH / Social Care involvement: 80% were PP/Disadvantaged (8/10 children referred) 21-2022 MASH/Social Care involvement: 59% were PP/Disadvantaged</p> <p>Referrals by SENDCO: (Small Steps / GTKM completed) 2022 – 2023 – 4.2% PP (8/19)</p> <p>SENDCO: Motional Assessments completed – 4.0% PP 60% NPP</p> <p>CPOMS – behaviour / incidents of bullying – this is reviewed and reported to Governors on a termly basis.</p> <p>Pupil Voice interviews for PP/disadvantaged pupils carried out Autumn 2022 compared very similarly to that of the NPP pupils in the school – See full comparison</p>  <p>100% of children offered free swimming sessions through @ Everyone Active were disadvantaged pupils</p> <p>Supporting well-being through sporting activities:</p> <p><u>Year 1</u> Fencing – 32% of Chd were PP Archery – 60% Goalball – 40% Multi-Skills - 35%</p> <p><u>Year 2</u> Gymnastics – 40% Multi-Skills 1 – 45% Multi-skills 2 – 60% School lead Clubs: Year 2 Recorder Club</p> 

Subscription to Schools Advisory Service – Whole School Wellbeing includes:

School looks to provide out of school experiences as well as bringing different workshops and activities into school ensuring all pupils benefit from additional curriculum lead activities.

This subscription includes: 2023-2024 focus

- Wellbeing services available to staff including counselling and Mindfulness.
- Support for newly appointed Wellbeing Leads (appointed 2023)
- Pupil Wellbeing support, Pupil Counselling, Yoga and Mindfulness
- Speech and Language Therapy.

Action: To utilise this programme further 2023-24

Staff Wellbeing



Pupil Wellbeing



Family SENDO: Supervision Counselling morning for staff. Release time given to all staff for 1:1 counselling as required