



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 2024–2025 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 2027. It also reviews the impact of spending for 2023–2024

AS WE HAVE TO REVIEW EVERY YEAR DO WE WANT A 3 YEAR PLAN

School overview

Detail	Data
School name	Butler's Hill Infant and Nursery School
Number of pupils in school	185 – at the 2023 Census
Proportion (%) of pupil premium eligible pupils	39% (73 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024–2025 /2025–2026 /2026–2027
Date this statement was published	November 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Rachel Hallam
Pupil premium lead	Johanna Castle
Governor	Phil Kiddy

Funding overview £108,040

Detail	Amount
<p><i>Pupil premium funding allocation this academic year</i></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) :£1,480 (2024–2025)</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>
<i>Pupil premium funding carried forward from previous years (enter £0 if applicable)</i>	£0
<i>Total budget for this academic year –</i>	£108,040

based on October 2023

Census

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 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 2024																																																																					
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 each year</p> <p>Foundation Stage 2</p> <table border="1" style="margin-bottom: 10px;"> <thead> <tr> <th style="background-color: #d9e1f2;">Baseline Entry Data:</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="background-color: #d9e1f2;">2024</td> </tr> <tr> <td>Listening Attention and Understanding</td> <td style="color: red;">7%</td> <td style="color: red;">13%</td> </tr> <tr> <td>Speaking</td> <td style="color: green;">27%</td> <td style="color: red;">27%</td> </tr> <tr> <td colspan="3" style="background-color: #d9e1f2;">2023</td> </tr> <tr> <td>Listening Attention and Understanding</td> <td>31%</td> <td>41%</td> </tr> <tr> <td>Speaking</td> <td>15%</td> <td>37%</td> </tr> <tr> <td colspan="3" style="background-color: #d9e1f2;">2022</td> </tr> <tr> <td>Listening Attention and Understanding</td> <td>6%</td> <td>20%</td> </tr> <tr> <td>Speaking</td> <td>0%</td> <td>20%</td> </tr> </tbody> </table> <table border="1" style="margin-bottom: 10px;"> <thead> <tr> <th colspan="3" style="background-color: #d9e1f2;">Wellcomm – those with concerns were assessed not whole cohort</th> </tr> <tr> <th style="background-color: #d9e1f2;">Baseline Year</th> <th>PP ARE</th> <th>NPP ARE</th> </tr> </thead> <tbody> <tr> <td>2024</td> <td style="background-color: yellow;">50%</td> <td style="background-color: yellow;">67%</td> </tr> <tr> <td>2023</td> <td>36%</td> <td>-</td> </tr> <tr> <td>2022 (all assessed)</td> <td>24%</td> <td>29%</td> </tr> </tbody> </table> <p><i>NB: NPP not recorded separately for 2023 data</i></p> <p>Foundation Stage 1</p> <table border="1"> <thead> <tr> <th style="background-color: #d9e1f2;">Baseline Entry Data:</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="background-color: #d9e1f2;">2024</td> </tr> <tr> <td>Communication and Language</td> <td>NA</td> <td>0%</td> </tr> <tr> <td colspan="3" style="background-color: #d9e1f2;">2023</td> </tr> <tr> <td>Communication and Language</td> <td>0%</td> <td>11%</td> </tr> <tr> <td colspan="3" style="background-color: #d9e1f2;">2022</td> </tr> <tr> <td>Listening Attention and Understanding</td> <td>0%</td> <td>4%</td> </tr> <tr> <td>Speaking</td> <td>0%</td> <td>4%</td> </tr> </tbody> </table>	Baseline Entry Data:	PP	NPP	2024			Listening Attention and Understanding	7%	13%	Speaking	27%	27%	2023			Listening Attention and Understanding	31%	41%	Speaking	15%	37%	2022			Listening Attention and Understanding	6%	20%	Speaking	0%	20%	Wellcomm – those with concerns were assessed not whole cohort			Baseline Year	PP ARE	NPP ARE	2024	50%	67%	2023	36%	-	2022 (all assessed)	24%	29%	Baseline Entry Data:	PP	NPP	2024			Communication and Language	NA	0%	2023			Communication and Language	0%	11%	2022			Listening Attention and Understanding	0%	4%	Speaking	0%	4%
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2. (RWN)	<p>Assessments, observations and discussions with pupils indicate the vast majority of pupils enter school in F1 / 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>The table below indicates the entry levels of children in the Foundations Stages from 2022-2024, highlighting the level of need. Once again 2024 is another low base rate of ARE children entering Butlers Hill</p>																																																																					

F2			F1		
Baseline Entry Data:	PP ARE	NPP ARE	Baseline Entry Data	PP ARE	NPP ARE
2024					
Reading	0%	7%	Literacy	0%	0%
Writing	7%	11%		0%	0%
Number	13%	27%	Maths	0%	0%
2023					
Reading	0%	26%	Literacy	0%	3%
Writing	0%	13%		0%	0%
Number	23%	11%	Maths	0%	0%
2022					
Reading	0%	7%	Reading	0%	4%
Writing	0%	7%	Writing	0%	4%
Number	6%	13%	Maths	0%	4%

3.
(PH)

Poor phonics impacts on the child's ability to read and write and falling below ARE in the Early Years impacts their future success in all areas of learning and future curriculums

- The introduction of an SSP (2022-23) has supported phonic outcomes in 2024.
- F2 cohort in 2023 ended **42.5% GLD** but achieved **75%** in the phonic screening test in Year 1 at the end of 2024

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.

Year 1 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

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

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 2025

4.
(ATT)

Attendance in general remains a challenge for the school - there continues to be a gap between the attendance of PP Disadvantaged and NPP children and this will remain a target. As this ultimately reduces the chances of children's outcomes to their learning and social well-being. **See Part B for 2023-2024 outcomes**

Year	PP / Disadvantaged - Average attendance	NPP - Average attendance	Gap
2022 - 2023	91.28%	95.24%	-3.96
2021 - 2022	90.72%	93.83%	-3.11%
2020 - 2021	73.14%	93.77%	-20.63

2022-2023

Total % Attendance Number Persistently Absent (below 96%)

- PP 30.77% (36 children)
- NPP 9.02% (12 children)
- Gap of -21.75% - PP remains a target
- 0 Severely Persistent (50% and below)

Our target of achieving national expectations of 96% remains a target for 2024-2025

5. (MH)	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 SIP – 22-23 /23-24 – To Raise profile of Mental Health / well-being for the whole school community

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.

<i>Intended Outcome</i>	<i>Success Criteria</i>
1. Improved oral language skills and vocabulary amongst all children and in particularly the disadvantaged cohort starting in the Early Years.	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, with more disadvantaged children achieving the Communication and Language area in the new EYFS. Introduction of WellComm Toolkit to drive forward targeted support through diagnostic baseline assessments
2. QFT will drive improved attainment in reading, writing and maths – working towards reducing the gap between disadvantaged and non-disadvantaged pupils.	Outcomes from 2024–2025 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
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	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. Reading outcomes are also improved as a result of new SSP with more children achieving ARE at the end of KSI Target: Begin to see the impact of the SSP in writing for 2024–2025 Y2 cohort
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustain higher attendance for 2024–2025 demonstrated by: Continuing careful monitoring and timely referrals to reduce the number of 'persistent' absentees (children below 90% attendance through unauthorised absences) 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. ➤ 2023-2024 PP: 91.74% NPP: 94.69% ➤ 2022-2023 PP: 91.28% NPP: 95.24% The appointment of an Attendance Officer 1 day per week is proving invaluable Raising PP/Disadvantaged attendance to 96% is still a key target.

<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>SENCO referral stabilises with fewer referrals being made 2023-24</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 tools 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 2024-2025

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 £21,608

HIGH QUALITY TEACHING			
EEF – Teaching Menu of approaches	Activity	Evidence	Challenge
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <p>Oracy / SLC SIP 2024-2025</p> <p>Use of Speech and Language through EPU enhancement</p> <p>Vocabulary</p> <p>Across all subjects</p>	<p>Embedding dialogic activities / STEM sentences across the whole school curriculum in order for children to articulate ideas, consolidate understanding and extend vocabulary</p> <p>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.</p> <p>Begin to embed some of the Oracy Programme strategies gained through Notts. County Council Education Improvement Achievement and Equality</p> <p>Appointment of SALT specialist teacher – to support identified children as well as train TA/Teacher CPD</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-and-languageapproaches</p> <p>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</p>	<p>1</p>
<p>Professional development on</p>	<p>Secure consistent quality teaching of early reading through CPD and coaching to</p>	<p>Early literacy advantages have been consistently found to have a positive effect on</p>	<p>1</p>

<p>evidence based approaches, for example feedback, metacognition, reading writing, comprehension, phonics or mastery learning</p> <p>Writing and Handwriting form part of the SIP for 2024 – 2025</p> <p>Introduction of new programme for writing: Pathways to Write</p> <ul style="list-style-type: none"> ➤ Pathways to Progress (intervention) ➤ Pathways to Read (Y2) 	<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>2024 - Introduction of whole class reading using the Pathways to Write programme. This will support Y2 teachers to deliver a robust and sequenced reading & comprehension based approach to whole class reading. To be reviewed Summer 2025.</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 (5 year programme) 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>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:</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/early-numeracy-approaches</p>	<p>2</p> <p>3</p>
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	<p>Enhancement of our English teaching in line with EEF guidance of 'Improving Literacy in KSI' Fund on-going teacher CPD and release time as required /</p> <p>OFSTED overviews indicated KS I Writing must have an emphasis on:</p> <ul style="list-style-type: none"> ✓ oral rehearsal ✓ drafting, editing and revising ✓ Imitating, innovating and inventing <p><u>Monitoring and reviewing</u> the new 'Pathways to Write' scheme to ensure it is adapted to the needs of our children – with appropriate adaptations for PP/Disadvantaged/SEND children to access. The scheme takes into account EEF methodology and provides resources for teachers to plan sequentially in terms of objectives to meet the needs of our children. So far it has shown evidence of plenty of oracy based activities as well as a full range of writing opportunities. It will be monitored for impact after the first year.</p> <p><u>Handwriting</u> – monitoring handwriting in books during work scrutiny and learning walks of lessons. Hand writing is a focus during shared writing activities – visualiser introduced to ensure clear and careful modelling and commentary of expectations.</p> <p>OFSTED recognise this importance of handwriting across the curriculum.</p>	<p>https://www.marcrhayes.com/post/a-summary-of-ofsted-s-english-research-review-for-teachers-and-leaders</p> <p>Pathways to Write - Primary School Writing Programme - The Literacy Company</p>	
Mentoring and coaching	<p>On-going CPD for SSP / Early reading English Hub support – Member of staff now employed by English Hub to continue the work in schools</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 / Pathways to Read</p> <p>Mastering Number – Training by Maths Planner in each year group to disseminate to rest of team</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>	<p>2 (R)</p> <p>3 (M)</p>

	White Rose Approach – Mentoring and monitoring as appropriate through observations continues		
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>➤ Please see separate log for CPD throughout 2023-2024</p> <p>Courses available to staff have included curriculum subject support, well-being and leadership.</p>	<p>CPD</p> <p>https://d2tic4wvliusb.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 supporting high quality teaching and learning	<p>Purchase of technology where gaps appear in the resources needed to deliver the curriculum in the early years / SEND room.</p> <p>KSI – Purple Mash to deliver ICT curriculum</p> <p>TA laptops to support phonic group groups.</p>	<p>Overall, studies investigating the use of digital technology find that it is associated with 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.</p> <p>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</p>	

Targeted academic support

Budgeted Cost: £64,824

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> <p>➤ Targeted 1:1 reading for the bottom 20% of readers as well those children on the cusp of being ARE. PP/ Disadvantaged children prioritised</p> <p>➤ ELS Intervention</p> <ol style="list-style-type: none"> 1. Oral Blending 2. GPC Recognition 3. Blending for Reading 	<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</p>	<p>1</p> <p>2</p> <p>3</p>

	<p>➤ <u>WellComm Intervention programme</u> (See part B 2023 review)</p> <p>Pathways to Progress – depending on staffing this year</p>	<p>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>	
<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>SENDCO</p>	<p>SENDCO release time (2 -5 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>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.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?</p>	
<p>Teaching assistant deployment</p>	<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>
<p>One to one and small group tuition</p>	<p>School Led Tutoring 2024-25 - NA</p>	<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_search&search_term=peer	

Wider strategies

Budgeted Cost: £21,608

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 24-25</p> <p>Forest School training has also been undertaken to be completed 2024 ➤ Begin to be timetabled and implemented</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</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>	5

	<p>supported by professional development and training for staff where necessary</p> <p>CPOMS – monitored regularly for behaviour / incidents of reported bullying.</p> <p>Motional – an online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people. Continue to maintain monitor impact – See SENDCO</p> <p>Behaviour Lead N. McIntyre – now has an NPQ in Behaviour and Culture incorporating Metacognition and Self-Regulation as a key strategy and will be supporting staff further with this.</p>	<p>Behaviour</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=sit_e_search&search_term=behaviour</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
Supporting attendance	<p>The Family of Schools have appointed an Attendance Officer – which cost is split equally for one day per week in school.</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-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>	

<p>Communicating with and supporting parents</p>	<p>Increase the in-school parent based interaction</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>Several 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.</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-engagement?utm_source=/education-evidence/early-years-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>4</p>
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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 2023-2024 academic year.

Challenge	Intended Outcome	Impact
1	<p><i>Improved oral language skills and vocabulary amongst all children and in particularly the disadvantaged cohort starting in the Early Years.</i></p> <p><i>Tiered Approach:</i></p> <p><i>Teaching:</i> 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><i>Impact:</i> This has been evident in learning walks and observations.</p> <p><i>Targeted academic support:</i> Structured interventions have followed the WellComm Programme of study for F2</p>	<p><i>WellComm</i> (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 Autumn 2024:</p> <p>PP ARE 2023-2024 Autumn TOTAL = 5/14 = 36% Summer TOTAL = 11/18 = 61% (increase of +25%) Cohort in 2023 were +12% on 2022 cohort</p> <p>2023 - 2024 Autumn TOTAL = 38/75 = 51% therefore 49% below ARE Summer TOTAL = 53/75 = 70% therefore 30% below ARE</p> <p>Compared with 2022-2023 Baseline Assessment 2022: PP 24% ARE / NPP 29% (Gap of -5%). Summer Assessment 2023: PP 65% ARE (13/20) NPP 80 % (20/25) (Gap of -15%)</p> <p><i>Continue with target 2024-2025 – Literacy / Reading Lead (AE) Oracy (Programme through Notts. County Council Education Improvement Achievement and Equality)</i></p>
2	<p><i>Pupils will make improved attainment in reading, writing and maths – working towards reducing the gap</i></p>	<p>FI 2023 – 2024</p>

between disadvantaged and non-disadvantaged pupils – showing progress from starting points

Tiered Approach:

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.

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 Hubb

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.

FI Data baseline/entry 2023:
 Reading PP 0% NPP 3%
 Writing PP 0% NPP 3%
 Maths PP 0% NPP 0%

FI End of the year 2024:
 Reading PP 33% NPP 41%
 Writing PP 33% NPP 41%
 Maths PP 0% NPP 46%

Impact: Good progress made for both PP and NPP children within the cohort. Maths has shown excellent progress for NPP children – but not PP

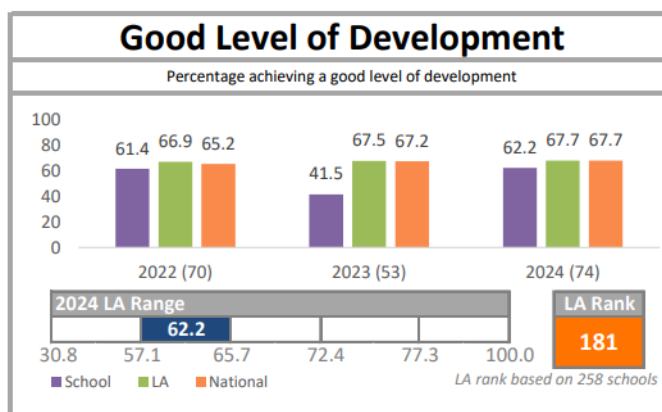
F2 2023-24 (Not all enter F2 from our FI provision)

	Reading		Writing		Maths	
	PP	NPP	PP	NPP	PP	NPP
F2 Baseline/entry 2023	0%	26%	0%	13%	15%	10%
End of year Summer 2024	79%	68%	50%	68%	86%	72%

Foundation Stage 2

- GLD Baseline 2023 PP: 0% NPP: 2%
- GLD Summer 2024 PP: 50% NPP 65%

EYFS: Taken from Data Dashboard focus on FSM & End of the year 2024:



Data shows a significant improvement from 2023 (2023 cohort impact data for Y2 2025 End of year data)

Percentage of pupils attaining a good level of development

Comparison to previous results

	School				LA				National			
	FSM	Non FSM	Gap	All Pupils	FSM	Non FSM	Gap	All Pupils	FSM	Non FSM	Gap	All Pupils
2024	45.5	66.1	20.7	62.2	47.5	71.6	24.0	67.7	51.5	72.0	20.5	67.8
2023	28.6	44.7	16.2	41.5	51.8	70.9	19.1	67.5	51.7	71.5	19.9	67.3

The above indicates Butler’s Hill gap between FSM and Non-FSM for 2024:

- in line than National figures.
- Less than Local Authority figures.

2024 Provisional % Good Level of Development

	FSM 6	All children
Butlers Hill	50.0	62.2
Ashfield	52.3	65.4
LA	48.2	67.7
National	52.1	67.7

Butler's Hill lower than Ashfield and National figures but higher than the LA average of 48.2

Key Stage 1:

Comparison of school Taken from Data Dashboard focus on FSM 6 End of the year 2024 – This data is not a true reflection as many schools in 2024 chose NOT to submit data (only 124 schools submitted in the LA)

Percentage of pupils achieving EXS or above – 2024

	Reading	Writing	Mathematics
School	78.1	61.6	78.1
Ashfield	72.1	63.5	71.8
Nottinghamshire LA	72.9	65.2	74.3
National (2024)	-	-	-

KSI Closing the Gap – 2024 Data:

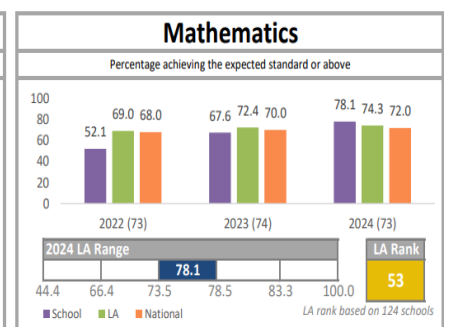
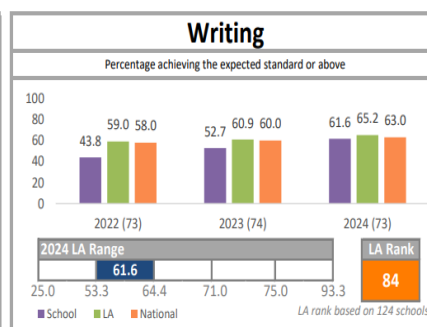
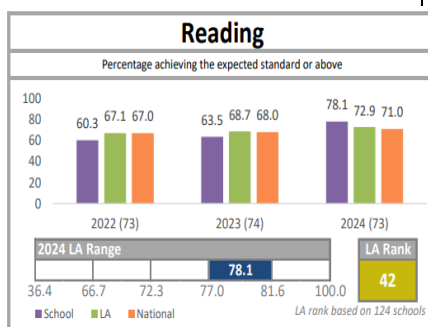
KSI Closing the Gap Data	FSM 6 Butlers Hill	Not FSM 6 Butlers Hill	Gap	LA PP
Reading	60.9%	86.0%	-25.1	56.5
Writing	+3.5%	70.0%	-26.5	49.0
Maths	65.2%	84.0	-18.8	58.3

For FSM 6 – School had better outcomes than the LA in reading and Maths

Below is table for 2023 for reference and comparison only

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

- English Hub support ends 2024 – However, member of staff now employed by The Hub and will continue to support through CPD

Writing – Forms part of SIP for 2024/25

- Introduction of new writing scheme 'Pathways to Write' – Mastery Approach to writing
- Year 2 Spelling Programme in line with ELS SSP
- Handwriting scheme introduced 2023-2024 appears to be having a positive impact on handwriting across the school during book scrutiny in Autumn 2024

Maths – Performed mostly in line with LA / National

- Maths Hub & Mastery in Number to support the improvement in outcomes in Maths.

PP/Disadvantaged pupils are prioritised for intervention programmes:

Attendance:

- 8/14 (57%) children had below 96% attendance
- 6/14 (43%) children being persistently absent (below 90%)

SEN 6/14 – 43%

End of Year 2 Progress: 14 PP children

6+ reading sets progress – 7 children 7/14 = 50%

Pupil Voice – There are no significant differences between Pupil Premium and Non-Pupil Premium in terms of attitudes towards learning and aspirational expectations.

Book Scrutiny – No significant differences between books between PP and NPP books at the same level (SEN / LA / ARE / HA).

3 *Phonics improves for disadvantaged pupils, having a positive impact on reading outcomes at the end of KSI*

Teaching :

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)

: Continued Phonic CPD

Phonics Screening	Year 1 2024	End of Y2 2 2024
Pass	75%	97%
PP	77%	91%
NPP	74%	100%
PP Boys	62%	100%

2024 Phonic Outcomes:

Year 1 2024	School	Ashfield	LA	National
FSM 6	81%	66.7%	66.4%	68.4%
End of KSI / Y2				
FSM 6	91.3	80.7%	82.9%	-

NB: This is based on a year group who only achieved 42.5% GLD when in F2

To compare: 2023 Phonic Outcomes:

Year 1:

National: 79%

LA: 80.4%

School: **90.3%** (+11.3% compared to national)

❖ FSM6 School: 87.5% LA: 67.8% **(+19.7%)**

❖ NFSM6 School 91.7% LA: 84.2% **(+8.4%)**

All pupil at the end of Year 2:

National: 89%

LA: 90.1%

School 90.4% (+1.4% compared to national)

- ❖ FSM6 School: 85.7% LA: 83% (+2.7%)
- ❖ NFSM6 School 94.7% LA: 92% (+2.7%)

Wider Strategies:
 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.
 Attendance Officer in post to dedicate 1 day per week to focus on attendance

2023-2024 outcomes have made little improvement from 2022-2023, the daps have also maintained round -3%

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.

2023-2024	Average Attendance for the year	Persistent Absence (Less than 90%)
Pupil Premium	91.74% *(8.26)	15 children 24.59%
Non-PP	94.69% *(5.31)	20 children 13.79%

This is compared to Attendance for Autumn 23 and Spring 24:

	Absence	Persistent Absence	Severe Absence
Notts. FSM	*11.1	34.0	4.2
All Notts Children	*6.9	18.4	2.1
All children- NCER national	6.8	19.3	2.0

Therefore, Butler's Hill data is in line with Notts and a little better for Persistent Absence.

Parental engagement to support attendance and re-build the school community post covid restrictions

	Received monitoring letters	Referred to EHU	Fines Non-attendance	Fines Holidays
Pupil Premium (38)	30	2	1	6
Non-PP (52)	41	0	2	5

There were 9 panel meetings with PP children for the academic year for 23-24

Continue 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 to face as well as telephone appointments to ensure 100% of parents are having updates on their children's progress.

Increase social events for the children:

Joint Summer Fair with Broomhill Juniors

Halloween Disco – also linked to behaviour as an incentive for good behaviour

Christmas Fair

5 To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Small Steps / GTKM – Referrals

Supporting pupils' social, emotional, and

Academic Year	PP	NPP
2023 - 2024	33% (2/7)	67% (4/7)
2022 - 2023	42% (8/19)	58% (11/19)

behavioural needs

Qualitative data through pupil voice

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.

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

Participation in enrichment / increase opportunities particularly amongst disadvantaged pupils.- children to be prioritised for after school activities:

Subscription to Schools Advisory Service – Whole School Wellbeing includes:

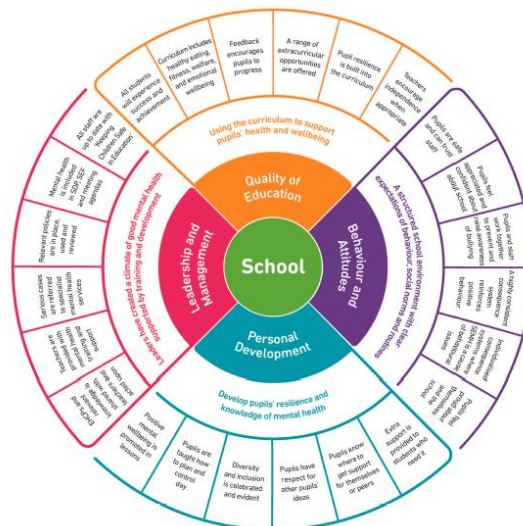
CIN / Social services involvement 2023- 2024:

	PP	NPP
MASH	6/7 (86%)	1/7 (14%)
Child Protection	5/5 (100%)	0%
Child in Need	5/6 (83%)	1/6 (17%)
Active Concerns	6/10 (60%)	4/10 (40%)

Previous Years	MASH/Social Care involvement
2022-23	80% (PP/Disadvantaged)
2021-2022	59% were PP/Disadvantaged

Behaviour incidents recorded via CPoms for 2023-2024 2 children were PP and 2 children were non-PP

Pupil Voice interviews for PP/disadvantaged pupils carried out July 2024 with P.Kiddy - compared very similarly to that of the NPP pupils in the school



100% of children offered free swimming sessions through @ Everyone Active were disadvantaged pupils

Supporting well-being through sporting activities:

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.

All PP/Disadvantaged children are prioritised for clubs. However, they do not always express an interest in them

Autumn 2023:

Year 2 Autumn 1 11/20 (55%) / Autumn 2 9/19 (47%)

Spring 2024:

Year 1 sports club 6/20 (30%)

Summer 2024:

Year 2 – 10/20 (50%) / Year 1 – 5/20 children (25%)

This subscription includes:

- *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 2024-2025

Staff Wellbeing



Pupil Wellbeing



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