



Mrs Bland's Infant and Nursery School

Pupil Premium Strategy Statement 2024-2025

This statement details our school's use of pupil funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Mrs Bland's Infant and Nursery School
Number of pupils in school (YR-Y2)	128
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 (Year 1 of a 3 year plan)
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Burghfield Common Federation Governing Board
Pupil premium lead	Catherine Rose Executive Headteacher
Governor Lead	Sarah Wilkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,000
Total budget for this academic year	£52,080

Part A: Pupil premium strategy plan

Statement of Intent

Mrs Bland's Infant and Nursery School (Burghfield Common Federation)

At Burghfield Common Federation, which includes Mrs Bland's Infant and Nursery school, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Every pupil is important to us, and we are committed to helping them become confident, well-rounded individuals ready to embrace future opportunities.

For our pupils from disadvantaged backgrounds, we have a clear vision: to empower them to achieve their potential and leave the school as confident individuals who embody their best selves. This includes:

- Reading fluently and widely, forming opinions on books and authors.
- Writing with clarity and confidence to express their views.
- Solving mathematical problems fluently and applying logical reasoning.
- Gaining a wider understanding of the world through a rich and creative curriculum
- Participating in a variety of clubs
- Developing aspirations as high as, or higher than, those of their peers.
- Experiencing leadership opportunities and achieving personal success.

Our "Pupil Premium Passport" is a key tool, helping these pupils navigate their journey through school and unlock doors to future success in the next stage of their education.

In addition to our focus on disadvantaged pupils, we recognise the challenges faced by other vulnerable pupils, including those with special educational needs or social worker involvement. The activities and strategies outlined in our approach are designed to support all pupils, regardless of their background or circumstances.

High-Quality Teaching at the Heart of Our Approach

Our approach is rooted in high-quality teaching, particularly in areas where disadvantaged pupils require the most support. We are committed to ensuring that all pupils—whether disadvantaged or not—benefit from a curriculum and school experience that allows them to thrive.

Key Commitments

To ensure success, we will:

- Challenge pupils: Disadvantaged pupils will be encouraged and challenged in the work they are set, helping them to grow academically and personally.
- Act early: We will intervene promptly as soon as a need is identified, providing tailored support to prevent small issues from becoming larger barriers.
- Adopt a whole-school approach: All staff share responsibility for the outcomes of disadvantaged pupils, raising expectations and fostering a culture of high achievement.

Our work is guided by robust diagnostic assessments and a responsive approach to individual needs. By adopting complementary strategies and a shared commitment to excellence, we aim to ensure all our pupils excel and leave Mrs Bland's Infant School as confident, capable, and resilient individuals ready for the next stage of their lives.

Community • Curiosity • Creativity • Challenge

Discovering every child's sparkle and shining a light on their brilliance...

Challenges

This details the key challenges to achievement that we have identified among our dis-advantaged pupils. By understanding these challenges, we can tailor our approach to ensure disadvantaged pupils receive the support they need to thrive academically, socially, and emotionally.

Challenge number	Detail of challenge
1	<p>Language and Vocabulary Gaps</p> <p>Assessments, observations, and discussions with pupils reveal underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These issues are evident from the early years through to Key Stage 2 and are more pronounced for disadvantaged pupils compared to their peers.</p>
2	<p>Difficulties in Reading and Writing</p> <p>Our assessments show that disadvantaged pupils often face greater challenges in reading and writing. These difficulties impact their ability to progress at the same rate as their non-disadvantaged peers.</p>
3	<p>Lower Maths Attainment</p> <p>Internal and external assessments highlight that disadvantaged pupils' attainment in mathematics is significantly below that of their non-disadvantaged peers, requiring focused intervention and support.</p>
4	<p>Socio-Economic Barriers and Mobility and SEND</p> <p>Many of our disadvantaged pupils experience challenges linked to socio-economic differences. Some do not join the school at traditional entry points (Nursery/Reception) and enter during Key Stage 1, which can impact their ability to settle and progress at the same rate as their peers. These challenges particularly affect disadvantaged pupils who have special educational needs.</p>
5	<p>Attendance and Persistent Absenteeism</p> <p>While most pupils' attendance has recovered post-pandemic, a small minority, particularly disadvantaged pupils, remain persistently absent.</p> <p>In 2023-24, persistent absenteeism was 20.2% (39) of which, 23 disadvantaged pupils were persistently absent compared to 16 of their peers.</p> <p>This absenteeism has a negative impact on their progress and overall school experience.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations and tracking of SALT plans, indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved English attainment for disadvantaged pupils at the end of KS1.	<p>In 2026/2027, that EYFS/KS1 outcomes show more than 70% of disadvantaged pupils meet the expected standard, or higher and that in the interim years there is improvement towards this.</p> <p>In 2026/2027, That those pupils who pass the phonics screening in KS1, meet the expected standard in reading at KS1 and KS2 and that in the interim years there is significant improvement.</p>
Improved maths attainment for disadvantaged pupils at the end of KS1.	In 2026, that EYFS/KS1 outcomes show more than 70% of disadvantaged pupils meet the expected standard, or higher.
To achieve a higher rate of attendance for disadvantaged pupils with SEND	Attendance rates increase to at least national average of 95%+
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • year on year the overall unauthorised absence rate for all pupils being no more than 2%, • the percentage of disadvantaged pupils who are persistently absent being below 5%

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an Inclusion Leader across the federation to ensure continuity in planning of interventions and support across the Infant and Junior Schools	Being aware of individual learning needs in the classroom and ways these can be supported through high quality first teaching. Special educational Needs in Mainstream Classes EEF	4, 5
Employ a Pastoral Lead across the federation to support attendance and work with families to improve attendance.	Established strong relationships between school-home so prompt discussions take place and school can support or signpost support to improve attendance. Effectively supporting anxiety and mental health problems Parental Engagement EEF	4, 5
Purchase of additional standardised diagnostic assessments.(NFER) in Reading and maths. Support for staff to ensure assessments are interpreted and administered correctly.	Effective use of diagnostic assessments to indicate areas for development of individual pupils, or across classes and year groups. Diagnostic assessment EEF	1, 2, 3, 4
Reading: Further training for staff in KS1 to support phonics booster groups and interventions for disadvantaged pupils who also have SEND. Use of a specialist reading teacher to coach and mentor staff in developing reading fluency. Purchase of new reading books to follow Master Reader shared reading programme daily for Y2-Y6	That phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils with SEND. Use of scaffolded reading programme to support reading and comprehension along with widened vocabulary. Oral language interventions Teaching and Learning Toolkit EEF	2
Writing: adaptation of our current framework for the teaching of writing to provide a clear support structure for teachers	Evidence shows that combining reading and writing instruction, particularly through high quality texts, improves outcomes.	2

and support staff to work within with a focus on Colourful Semantics.	EEF, combining reading and writing outcomes	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will find teacher release time to embed key elements of guidance in school and to access Mobius maths hub resources and CPD (including Teaching and Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the teaching of mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2	3
To achieve a higher rate of attendance for disadvantaged pupils and those pupils who are disadvantaged and have SEND.	Whole school positive culture focussed on good attendance. That the school does all that is reasonably possible to get good attendance. To engage positive and build on positive relations to support good attendance for all pupils. Attendance Interventions EEF	4, 5

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group and individual teaching for pupils who need to catch up. A significant proportion of pupils who receive small group teaching will be disadvantaged, including those who are high attainers.	Small group 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 and small groups: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3
Additional phonics and structured reading sessions targeted at disadvantaged pupils who require further phonics support regular sessions over a period up to 12 weeks:	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks:	2

	Phonics Teaching and Learning Toolkit EEF	
To continue to foster a love of reading through a variety of ways where children are talking about reading.	The DfE reading framework	1, 2
To improve pupils use of language for speaking and processing ideas through targeted Speech and Language therapy sessions Through the use of a professional speech and language therapist, to support individuals and teachers and support staff through bespoke SALT programmes.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking and listening show positive impacts on attainment.</p> <p>SALT in Schools</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	2

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school focus on children thinking about their own learning – How to develop pupils' metacognitive skills and knowledge.	Metacognition and self-regulated learning EEF	1, 2, 3, 4
Embedding principles of good practice set out in the updated 2024 DfE's guidance on: working together to improve school attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Alternative provision and outdoor learning to support anxiety and improve self-esteem.	Outdoor learning improves child development, supports mental health and wellbeing, deepens nature connection and promotes more inclusive and engaging learning. Benefits of Outdoor Learning	4, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	1, 2, 3, 4, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group activities to support oracy and maths development through practical tasks such as cooking, music, yoga	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1, 2, 4, 5
Time for Talk – to support learning beyond school by developing relationships and parental engagement through structured conversations	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from EEF Toolkit suggests that effective over the course of a year, parental engagement can lead to learning gains of +3 months	1, 2, 3, 4,
Mental Health and well being provision: happiness group, nurture group, 'Friends' lunch club, clubs at lunchtime	Good mental health is critical to children's success in school and life. Research demonstrates that students who receive social-emotional and mental and behavioural health support achieve better academically.	1-5
Pupils participate in enrichment activities which support our curriculum including regular outdoor learning, yoga and theatre visit	<p>The Arts and cultural participation has been shown to have a positive three month + impact on attainment. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Outdoor learning provides opportunities for disadvantaged pupils to participate in activities that they might not otherwise be able to access. Outdoor learning can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Regular weekly yoga for KS1 to focus on positive mental health – Autumn and Spring Term</p>	5

Total budgeted cost: £52,000

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 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

Primary Key Stage Data Headlines Mrs Bland's Infant School 2158 Provisional September 2024

EYFS		51 Pupils																		10 FSM Eligible Pupils					
		GLD			COM			PHY			PSE			LIT			MAT			UTW			EXP		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Mrs Bland's Infant School		54.2%	63.0%	80.4%	83.3%	69.6%	86.3%	79.2%	82.6%	88.2%	87.5%	82.6%	94.1%	64.2%	65.2%	80.4%	70.8%	76.1%	82.4%	75.0%	89.1%	88.2%	83.3%	93.5%	86.3%
West Berkshire		64.8%	66.4%	66.8%	81.5%	81.7%	80.5%	87.1%	87.5%	86.4%	85.0%	82.6%	82.7%	70.3%	71.5%	71.0%	79.6%	81.0%	80.5%	84.7%	0.0%	84.2%	89.1%	0.0%	87.5%
National		65.2%	67.2%	67.7%	79.5%	79.7%	79.3%	84.8%	85.2%	84.8%	83.0%	83.2%	82.9%	68.0%	69.8%	70.0%	75.9%	77.2%	77.1%	79.6%	79.6%	80.0%	84.5%	84.5%	84.7%
		FSM - GLD																							
		2022	2023	2024																					
Mrs Bland's Infant School		36.4%	25.0%	50.0%																					
West Berkshire		36.0%	38.9%	40.7%																					
National		49.1%	51.6%	51.5%																					
Phonics		49 Year 1 Pupils						58 Y1 and Y2 re-take Pupils						9 FSM Eligible Pupils			13 FSM Eligible Y1 and Y2 re-take Pupils								
		Year 1			Y1 and Y2 re-take			Year 1			Y1 and Y2 re-take			Year 1			Y1 and Y2 re-take			Year 1			Y1 and Y2 re-take		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Mrs Bland's Infant School		74.3%	75.4%	79.0%	68.4%	71.9%	74.1%	53.6%	50.4%	57.3%	46.3%	50.6%	51.4%	62.0%	66.5%	68.2%	55.8%	62.3%	62.8%	59.0%	49.7%	66.7%	42.0%	45.1%	61.6%
West Berkshire		74.3%	75.4%	79.0%	68.4%	71.9%	74.1%	53.6%	50.4%	57.3%	46.3%	50.6%	51.4%	62.0%	66.5%	68.2%	55.8%	62.3%	62.8%	59.0%	49.7%	66.7%	42.0%	45.1%	61.6%
National		75.5%	78.9%	80.2%	69.9%	74.6%	75.4%	52.0%	56.5%	58.2%	45.8%	50.3%	51.9%	60.0%	64.5%	66.2%	53.3%	57.8%	58.5%	56.0%	50.0%	56.0%	41.0%	44.0%	51.0%

Whilst disadvantaged pupils achievement is steadily improving, it still needs to improve further at both end of EYFS and for KS1 phonics.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
SALT	Talk About SLT

Service pupil premium funding

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>The Service Pupil Premium is spent paying for an additional half a day per week of an ELSA, who is able to support the children's social and emotional needs.</p> <p>To pay for training up of a new EYFS ELSA to support pupils in Nursery and Reception.</p> <p>Forces Week – to raise awareness of the roles parents have within the services and celebrate the work they do.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>The service children were able to receive support from the ELSA when parents were deployed or away on exercise for long periods of time. They were able to share their feelings and be supported appropriately. Support was often extended to the parent at home and offered continuity of support.</p> <p>The member of staff is able to support pupils in an age appropriate way to deal with many areas, but most commonly separation.</p> <p>Forces week – parents serving in the Forces came into to to domos, talks and hands on experiences with helicopter parts. We were able to staff this and end the week with a celebration where the children performed and made food to have a school 'afternoon tea'.</p>