

Pupil premium strategy statement

School overview

Metric	Data
School name	Ryhope Infant School Academy
Pupils in school	153
Proportion of disadvantaged pupils	33.3% (51 pupils)
Pupil premium allocation this academic year	£82,870
Academic year or years covered by statement	2019 - 20
Publish date	November 2019
Review date	01.02.20
Statement authorised by	Tammy Allen
Pupil premium lead	Tammy Allen
Governor lead	Holly Hays

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-12.6%
Writing	-7.6%
Maths	-5.9%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Further improve the rate of progress for eligible pupils in Reception Class
Priority 2	Improve the rate of progress at Key Stage 1 so that more Higher Ability pupils eligible for the grant achieve Greater Depth in more subjects.
Barriers to learning these priorities address	PP eligible pupils baseline in Reception Class is lower than their peers. Children joining school in Reception may not have not been to RISA Nursery. Approx. 55% come from other provisions. PP children performed significantly less well than non PP children in achieving Greater Depth in Reading, Writing and Maths by the end of KS1.
Projected spending	£37700

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	72.4%	July 2020
Progress in Writing	72.4%	July 2020
Progress in Mathematics	77.6%	July 2020
Phonics	77.4%	July 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Improve the rate of attainment at Key Stage 1 ensuring that more pupils eligible for the grant make progress in line with non PP pupils including those pupils achieving Greater Depth.
Priority 2	Y2 targeted support to ensure that pupils make accelerated progress to catch up.
Barriers to learning these priorities address	Our current year 2 cohort are our lowest attaining group in both Reception and Year 1. We felt because of the needs of this particular cohort they would benefit from working in smaller class sizes. Pupils were previously not set individual targets. Pupils will benefit from a more rapid response to closing gaps in knowledge allowing them to achieve their end of year targets. Programmes with a focus on Social & Emotional Learning appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. This programme will focus initially on S & E with an element of Basic Skills as appropriate.
Projected spending	£37700

Wider strategies for current academic year

Measure	Activity
Priority 1	Increase the rate of attendance for those eligible for the grant.
Barriers to learning these priorities address	Parents not having a clear understanding of the impact of pupils missing school. Attendance is not always as strong as it could be due to environmental factors affecting a child's health and well-being. Research confirms that school attendance affects achievement, especially absences not due to illness.
Projected spending	£8350

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>More regular use of assessment to enable staff to identify pupils not making progress sooner and put appropriate interventions in place. This links to the new tracking system.</p> <p>More focused CPD.</p> <p>All staff now have a clear understanding who their PP pupils are which allows for more targeted questioning and immediate support.</p> <p>DHT now the lead on interventions and supporting staff to ensure the appropriate pupils are identified and they have regular access to specific interventions to address gaps in their learning.</p>	<p>Progress review meetings with team leader and HT. Monitoring timetable in place including lesson obs and work scrutiny.</p> <p>Ensure that assessment is accurate and appropriate.</p>
Targeted support	<p>Year 2 have been split into 3 classes to enable the pupils to work in smaller groups.</p> <p>All pupils have inspirational targets.</p> <p>Pupils who are identified as having gaps in their knowledge to access intervention groups as well as higher achieving pupils to give them the opportunity to demonstrate their greater depth knowledge.</p>	<p>Effective use of data tracking system and monitoring.</p>
Wider strategies	<p>Deployment of staff to improve attendance, learning and well-being support.</p>	<p>Monitored by Family Liaison Officer/DDSL. Parents informed regularly of any attendance concerns. Meetings held with parents, support offered.</p> <p>Work with outside agencies.</p>

Review: last year's aims and outcomes

Aim	Outcome
Further improve the rate of progress for eligible pupils in Reception Class	In 2018/19 91.7% of our Early Years pupils in receipt of pupil premium achieved a good level of development compared to 72% all pupils nationally 2018.
Improve the rate of progress at Key Stage 1 so that more Higher Ability pupils eligible for the grant achieve Greater Depth in more subjects.	9% of PP pupils achieving Greater Depth in reading KS1 (Year 2) 4.5% of PP pupils achieving Greater Depth in writing KS1 (Year 2) 4.5% of PP pupils achieving Greater Depth in maths KS1 (Year 2) We are now part of a readiness for mastery program which is a year long program and will be implemented across the whole of the school.
Y1 targeted support to ensure that pupils make accelerated progress to catch up.	In 2018/19 46% of our pupils in receipt of pupil premium funding achieved the expected standard in the Phonics Screening Check compared to 82% all pupils nationally 2018.