

Pupil premium strategy statement review 2019-20

School overview

Metric	Data
School name	Ryhope Infant School Academy
Pupils in school	153
Proportion of disadvantaged pupils	39.8% (61 pupils)
Pupil premium allocation this academic year	£82,870
Academic year or years covered by statement	2019 - 20
Publish date	Click or tap here to enter text.
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	<p>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.</p> <p>PP children performed significantly less well than non PP children in achieving Greater Depth in Reading, Writing and Maths by the end of KS1.</p>
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. More focused CPD. All staff now have a clear understanding who their PP pupils are which allows for more targeted questioning and immediate support. 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. 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. All pupils have inspirational targets. 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. Work with outside agencies.</p>

Review: last year's aims and outcomes 2019-20

Aim	Outcome
Further improve the rate of progress for eligible pupils in Reception Class	<p>All Reception pupils made progress from their starting points. Half termly assessments were used to identify pupils not making expected progress. These pupils were part of an intervention group to ensure rapid progress was made and any gaps in learning addressed.</p> <p>We are unable to report on end of year data due to the National Pandemic and the closure of schools.</p>
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.	<p>All pupils were given aspirational targets which resulted in an increase in the % of PP pupils with a GD target.</p> <p>Half termly assessments were carried out and used to identify those pupils who needed extra support to achieve their targets. This was reviewed regularly to ensure the pupils were on track to meet their target.</p> <p>Staff attended CPD looking at developing a greater depth curriculum. We were unable to embed this fully due to the pandemic however there was evidence of the impact of such planning especially in maths.</p> <p>We are unable to report on end of year data due to the National Pandemic and the closure of schools.</p>
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.	<p>Up to March PP pupils progress was either in line with or greater than non PP pupils.</p> <p>We are unable to report on end of year data due to the National Pandemic and the closure of schools.</p>
Y2 targeted support to ensure that pupils make accelerated progress to catch up.	<p>All pupils identified in the half termly assessments were part of an intervention group to address their gaps in their learning and to ensure rapid progress was made.</p> <p>We are unable to report on end of year data due to the National Pandemic and the closure of schools.</p>
Increase the rate of attendance for those eligible for the grant.	<p>Attendance for the whole school was 94.4%. Attendance for PP pupils was 94.2%. PP attendance was in line with whole school attendance.</p>

Review: last year's actual spending

Income	Actual In- come	Comments
Pupil Premium	77,812.50	
Early Years Pupil Premium		
Total Income	£ 77,812.50	
Staff Expenditure	Actual Ex- penditure	Comments
CPD Sessions	31,990.00	
Additional Year 2 Teacher for Targeted Support	24,400.00	
Family Liaison Officer	7,967.00	Targeting Attendance & Behaviour
Nurture Group	3,982.00	
Parental Workshops	500.00	
Interventions ran by Support Staff	4,157.00	
Total Staff Expenditure	£ 72,996.00	
Other Expenditure	Actual Ex- penditure	Comments
Subscriptions	425.00	26% of Costs
Equipment & Materials	622.00	
Ed Psych SLA	950.00	26% Cost of SLA
Safeguarding SLA	365.00	26% Cost of SLA
Behaviour SLA	1,055.00	26% Cost of SLA
FSM Eligibility	330.00	
Music Tuition		
Trip Subsidy	30.00	26% of Costs
Standardised Tests across the school on spelling and reading	395.00	Valley Road Pupil Tracking - 26% Cost of SLA
Pupil Referral Unit	4,317.50	
Pupil Rewards	100.00	26% of Costs
Total Expenditure	£ 8,589.50	
Balance	-£ 3,773.00	A negative shows PP overspent, this is offset by the main school budget.