

Pupil premium strategy statement

School overview

| Metric | Data |
|---|---------------------------------|
| School name | Ryhope Infant School Academy |
| Pupils in school | 128 |
| Proportion of disadvantaged pupils | 36.7% (47 pupils) |
| Pupil premium allocation this academic year | £71,560 – Actual Income £71,180 |
| Academic year or years covered by statement | 2020-21 |
| Publish date | November 2020 |
| Review date | August 2021 |
| 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 | NA due to pandemic |
| Writing | NA due to pandemic |
| Maths | NA due to pandemic |

Strategy aims for disadvantaged pupils

| Complicating Factors | |
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| 1 | School has a lower % of PP pupils than the Juniors even though we share a lot of families. Smaller numbers of Pupil Premium pupils means value for money is paramount. |
| 2 | A high proportion of PP children are persistently late or absent, resulting in significant missed learning time. A complicating factor to add to this is the fact that a large proportion of these children live over 2 miles from the school. |
| 3 | As an Infant School we provide Universal Infant Free School Meals (UIFSM) for all children therefore parents do not see the benefit of completing the paperwork for receiving the Pupil Premium Funding until the children are in the Junior School. |

| Measure | Activity |
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| Priority 1 | <p>Ensure that high-quality interventions are implemented and that these are effectively monitored for impact.</p> <p><u>Impact</u></p> <p>Reception – All pupils who were part of the phonics intervention made progress (25 pupils). In the speech, language and communication intervention the pupil made rapid progress.</p> |

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| | <p>Year 1 – 17/18 pupils made progress in the basic number skills intervention.</p> <p>18/19 pupils made progress in the phonics intervention.</p> <p>Those pupils who did not make the required progress will receive a 1:1 intervention and closely monitor the impact.</p> <p>Year 2 – 15/15 pupils made progress in the phonics intervention.</p> <p>11/11 pupils made progress in the basic maths skills intervention.</p> <p>6/6 pupils made progress in the comprehension intervention.</p> <p>3/3 pupils made progress in the 1:1 phonics intervention.</p> <p>7/7 pupils made progress in the handwriting intervention.</p> |
| Priority 2 | <p>Ensure there is a robust strategy implemented to target persistent late and persistent absent children; working with children, families and external agencies where appropriate. To take this into consideration when specific intervention and support is planned for.</p> <p><u>Impact</u></p> <p>Family Liaison Officer worked with families to offer support.</p> <p>HT sent out termly letters informing parents if their child's attendance was a cause for concern.</p> <p>Attendance for PP pupils 97% (non PP pupils 97.7%).</p> |
| Priority 3 | <p>Work with families to understand the importance of receiving the PP funding when their children start school so that the funding can be used effectively to support their children whilst they are at the Infant School</p> <p><u>Impact</u></p> <p>We regularly informed parents about how to apply for free school meals and the benefit of this.</p> <p>Parents who found the application process difficult were supported in school to apply.</p> |
| Barriers to learning these priorities address | <p>Targeting specific needs of vulnerable children through small group intervention which primarily focuses on phonics, maths and writing as well as intervention groups focusing on the social, emotional and mental health of children.</p> <p>Family Liaison Officer (FLO) to address specific reasons for lateness and absence by working with children, parents and external agencies to provide as much support as possible to improve the lateness and attendance for specific children. To work on the aim that children are attending school on time as much as possible, not missing key learning within their classroom and not missing specific interventions organised to target their individual needs.</p> <p>Family Liaison Officer (FLO) to work with parents/carers to provide key information to enable them to understand the benefits of children receiving the Pupil Premium funding whilst they are at the Infant School so that the school can put this money to use to specifically support their children whilst they are with us.</p> |
| Projected spending | £32,000 – Actual Expenditure £30,417 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------|--|-------------|
| Reading | Achieve at least national average progress scores in KS1 Reading | July 2021 |
| Writing | Achieve at least national average progress scores in KS1 Writing | July 2021 |
| Mathematics | Achieve at least national average progress scores in KS1 Maths | July 2021 |
| Phonics | Achieve at least national average progress scores in Y1 Phonics | July 2021 |
| EYFS GLD | Achieve at least national average meeting the Early Learning Goal | July 2021 |
| Other | Improve attendance and punctuality of disadvantaged pupils to LA average | July 2021 |

| Measure | Activity |
|---|---|
| Priority 1 | Ensure all relevant staff (including new staff) have received training and support to deliver the phonics and reading scheme effectively <u>Impact</u> All staff attended phonics CPD. All support staff attended phonics intervention CPD. The delivery of high quality phonics is embedded across the school, including all intervention groups. |
| Priority 2 | Purchase and implement new Reading Scheme and work with the English Hub to embed effective phonics practice across all year groups. <u>Impact</u> English lead worked with the English Hub throughout the year. All new reading books purchased. High engagement from pupils in reading. Online books used during lockdown to ensure pupils reading at home. |
| Barriers to learning these priorities address | Ensuring staff use an evidence-based whole class teaching scheme for high quality reading and phonics To target the gap between historical phonics screening check results and the school's reading results |
| Projected spending | £7000 – Actual Expenditure £6,053 |

Targeted academic support for current academic year

| Measure | Activity |
|------------|---|
| Priority 1 | Ensure TA's effectively implements interventions that target the social, emotional and mental wellbeing of disadvantaged children. <u>Impact</u> Any pupils identified with a social, emotional or wellbeing need were given extra support and strategies put in place to support these pupils in school. |
| Priority 2 | Establish small group Phonics interventions for disadvantaged pupils falling behind age-related expectations. <u>Impact</u> |

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| | <p>Reception – All PP pupils who were part of the phonics intervention made progress.</p> <p>Year 1 – All PP pupils made progress in the phonics intervention.</p> <p>Year 2 – All PP pupils made progress in the phonics intervention, including the pupil getting 1:1 support and intervention. Phonics pass rate non PP – 84%, PP – 72% (The pupils who did not achieve the pass mark were on both the PP and SEND register).</p> |
| Barriers to learning these priorities address | <p>Targeting children’s prime areas of learning: personal, social and emotional development, communication and language and physical development so that they can effectively access the learning environment alongside their peers.</p> <p>Target the gap between PP children and their peers in Phonics</p> |
| Projected spending | £27,500 – Actual Expenditure £26,206 |

Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | <p>Increase the rate of attendance for those eligible for the grant.</p> <p>Family Liaison Officer (FLO) providing support to specific families in targeting their attendance and punctuality.</p> <p><u>Impact</u> Attendance of PP pupils – 97%, attendance of non PP pupils 97.7% which is an increase from the previous year – PP Pupils 93.5%, non PP pupils – 95.4%.</p> |
| Priority 2 | <p>Family Liaison Officer (FLO) to support families with social, emotional and mental needs.</p> <p><u>Impact</u> Families supported by either FLO in school or referrals were made for outside agencies to support our families.</p> |
| Barriers to learning these priorities address | <p>Improving attendance and readiness to learn for the most disadvantaged pupils.</p> <p>Targeting the needs of specific families, providing additional social and emotional support.</p> <p>Targeting the ongoing issue with persistent absences and persistent lates by providing support to these families to improve their child’s personal attendance and punctuality records.</p> |
| Projected spending | £4500 – Actual Expenditure £4,355 |

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</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> |

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| | appropriate pupils are identified and they have regular access to specific interventions to address gaps in their learning. | |
| Targeted support | Ensuring enough time and support for English Lead to ensure staff are effectively implementing small groups in Phonics | English Lead to work closely English Hub to upskill teachers in planning and preparing their phonics intervention so that it is specifically tailored for the children within that group. Teachers to take ownership of assessing and monitoring the phonics progress of these children and feeding this back to the English Lead who can, in turn, monitor the effectiveness of the intervention. |
| Wider strategies | Engaging the families facing most challenges | Monitored by Family Liaison Officer/DDSL. Parents informed regularly of any attendance concerns. Meetings held with parents, support offered. Work with outside agencies. |

Overview of expenditure estimate

Due to the Covid-19 Pandemic an increased amount of support has been provided by the Family Liaison Officer to support the health, wellbeing and engagement in the school's curriculum included in the priorities costing.

| Expenditure | Indicative allocation |
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| Priorities | £71,000 – Actual Expenditure £67,031 |
| Curriculum SLA's | £537 – Actual Expenditure £762 |
| Ed psych allocation | £1436 – Actual Expenditure £1,515 |
| Safeguarding SLA | £375 – Actual Expenditure £368 |
| Behaviour SLA | £470 – Actual Expenditure £463 |
| FSM SLA | £345 – Actual Expenditure £345 |
| Music tuition | £810 – Actual Expenditure £594 |
| Data and assessment SLA | £340 – Actual Expenditure £337 |
| General equipment and materials | £650 – Actual Expenditure £0, this was included in the main school budget. |
| Rewards | £190 – Actual Expenditure £198 |
| Total Expenditure Sept 2020 - July 2021 | £76,153 – Actual Expenditure £71,613 |