

Pupil premium strategy statement

School overview

Metric	Data
School name	Ryhope Infant School Academy
Pupils in school	131 Inc Nursery
Proportion of disadvantaged pupils	41.9% (47 pupils)
Pupil premium allocation this academic year	£63, 973
Academic year or years covered by statement	2021-22
Publish date	September 2021
Review date	September 2022
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	
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
Priority 1	Improve the speech and language skills of children in Reception.
Priority 2	Increase attendance of PP pupils and make parents aware when <ul style="list-style-type: none"> Pupils with an attendance below 95 % Sickness is becoming detrimental to the education of the child and may need to seek medical help When there is a pattern to the absence

Priority 3	Phonics – Letters and Sounds Revised fully embedded in EYFS and KS1.
Priority 4	Improve the attainment in writing to be in line with National.
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>Social and emotional barriers to learning and complex home lives mean that PP can lack focus on concentration and result in gaps in learning. Less home involvement and lack of parental engagement to support learning at home.</p>
Projected spending	£40,046

Teaching priorities for current academic year

Aim	Target	Target date
Reading	Achieve at least national average progress scores in KS1 Reading	July 2022
Writing	Achieve at least national average progress scores in KS1 Writing	July 2022
Mathematics	Achieve at least national average progress scores in KS1 Maths	July 2022
Phonics	Achieve at least national average progress scores in Y1 Phonics	July 2022
EYFS GLD	Achieve at least national average meeting the Early Learning Goal	July 2022
Other	Improve attendance and punctuality of disadvantaged pupils to LA average	July 2022

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training and support to deliver the new phonics scheme – Letters and Sounds Revised.
Priority 2	Purchase and implement new resources to support Letters and Sounds Revised.
Priority 3	Ensure the delivery of exciting and engaging writing activities to motivate all writers.
Barriers to learning these priorities address	<p>Ensuring staff are consistently following the Letters and Sounds Revised scheme.</p> <p>Whole class reading and phonics teaching is high quality.</p>

	Ensure that staff use quality first teaching and differentiation to provide necessary support. Quality texts used to engage learners in the theme.
Projected spending	£11,452.34

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure that high-quality phonics and writing interventions are implemented and that these are effectively monitored for impact.
Priority 2	Speech and language intervention groups are specific to the needs of the pupils.
Barriers to learning these priorities address	Children unable to verbalise are at a disadvantage across the curriculum and in particular in their phonic ability, reading and writing. For younger pupils this effects their ability to achieve the expected standard in the phonic assessment at the end of Year 1.
Projected spending	£5621.98

Wider strategies for current academic year

Measure	Activity
Priority 1	Increase the rate of attendance for those eligible for the grant. Family Liaison Officer (FLO) providing support to specific families in targeting their attendance and punctuality.
Priority 2	Family Liaison Officer (FLO) to support families with social, emotional and mental needs due to the lasting impact of Covid.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils. Targeting the needs of specific families, providing additional social and emotional support. 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.
Projected spending	£4354.60

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	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 school 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 is the lead on interventions and supporting staff to ensure the appropriate pupils are identified and they have regular access to specific	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.

	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. CPD for staff to lead quality speech and language interventions.	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. Specific CPD
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
Priorities	£61475
Curriculum SLA's	£818.42
Little Wandle	£291.90
Ed psych allocation	£1,873.54
Safeguarding SLA	£417.60
Behaviour SLA	£470.00
FSM SLA	£345.00
Music tuition	£360.00
Rewards	£209.85
Total Expenditure Sept 2021 - July 2022	£ 66,261.59

