

Ryhope Infant School Academy

Pupil premium strategy statement 2021 - 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 | Ryhope Infant School Academy |
| Number of pupils in school | 133 inc nursery |
| Proportion (%) of pupil premium eligible pupils | 43.1% |
| Academic year/years that our current pupil premium strategy plan covers | 2021 – 2022 2022 – 2023 2023 - 2024 |
| Date this statement was published | January 2022 |
| Date on which it will be reviewed | January 2023 |
| Statement authorised by | Mrs T Allen Head Teacher |
| Pupil premium lead | Mrs T Allen Head Teacher |
| Governor / Trustee lead | Mrs H Hays Lead Pupil Premium Governor |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £68,298 |
| Recovery premium funding allocation this academic year | £6706 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £75,113 |

Part A: Pupil premium strategy plan

Statement of intent

At Ryhope Infant school Academy we effectively use the pupil premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to acquire positive attitudes, the skills, knowledge and understanding necessary to become confident, independent learners. Our intention is that all pupils, irrespective of their background, achieve their potential across all areas of school life.

Our objectives are to:

- Good school attendance
- Remove barriers to learning created by poverty, family circumstances and background.
- Narrow the attainment gaps between disadvantaged and non-disadvantaged pupils both within school and nationally.
- To support our children's social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop disadvantaged children's knowledge and understanding of the world.

Priority 1

Improve the speech, language and communication skills of children in Early Years.

Priority 2

Increase attendance of PP pupils and make parents aware when

- 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

Ensure that high-quality phonics and writing interventions are implemented and that these are effectively monitored for impact, with quick adjustments being made where necessary. Little Wandle fully embedded across the school including all relevant staff (including new staff) receiving training and support to deliver the new phonics scheme. Purchase and implement new resources to support Little Wandle.

Priority 4

Quality first teaching is at the centre of our approach. We use high quality CPD to ensure that pupils access effective quality first teaching. This is proven to have the greatest impact on closing the disadvantaged attainment gap and will also benefit non-disadvantaged pupils within the Academy. As part of the quality first teaching we ensure that the topics taught are relevant to pupils, exciting and engaging to motivate all pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | 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. |
| 2 | Lower starting points across school, reflected in internal school data, following COVID lockdowns and disruptions to learning. |
| 3 | Gaps in prior learning, identified during pupil progress meetings, due to inconsistent learning opportunities over 2020 and 2021. |
| 4 | Undeveloped phonic and reading skills, reflected in internal school reading data |
| 5 | Weak language and communication skills for some children, identified as part of reception baseline. |
| 6 | Emotional, mental health and other safeguarding needs, identified during pupil progress meetings and as part of safeguarding work. |
| 7 | Inconsistent home support, identified as part of pupil progress meetings. |
| 8 | Limited access to wider experiences. |

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 |
|--|--|
| Improve writing attainment amongst disadvantaged pupils. | All pupils will make progress from their starting points. We will close the gap between PP and non PP pupils who achieve ARE by the end of the year. Last year's writing data shows there was a 1.2% gap between all pupils and PP pupils in year 1 |

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| | pupils and 3.4% gap between all pupils and PP pupils in year 2. |
| Improved phonics attainment amongst disadvantaged pupils | All pupils will make progress from their starting points. We will close the gap between PP and non PP pupils who achieve the pass mark for the phonics assessment. Last year's data 2020/21 shows 84% of all pupils achieved the pass mark whereas 72.2% of PP pupils achieved the pass mark. |
| Improved reading attainment amongst disadvantaged pupils | All pupils will make progress from their starting points. We will close the gap between PP and non PP pupils who achieve ARE by the end of the year. Last year's reading data shows there was a 11.3% gap between all pupils and PP pupils in year 1 pupils and 7.3% gap between all pupils and PP pupils in year 2. |
| Improve % of pupils achieving the GLD | All pupils will make progress from their starting points. We will close the gap between PP and non pp achieving a GLD at the end of the Reception year. Last year's data 2020/21 show 47.2% of all children achieve a GLD compared to 41.7% of PP pupils. |
| Improve attendance and punctuality of disadvantages pupils to LA average | Last year PP attendance was 97.1% compared to 97.7% non PP pupils. Persistent absences were 5.1% PP pupils compared to 4.2% non PP pupils. These results were achieved because of the successful allocation of the Pupil Premium Funding. We will continue to implement the same strategies to ensure the gap remains as small as possible and that the PP pupils attendance is in line with all pupils. |

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: £5480

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Purchase and implement new resources to support the delivery of Little Wandle. | EEF guide to pupil premium recommends a tiered approach to pupil premium spending. As part of this it identifies improving quality of teaching as a priority. By having high quality resources which support the delivery of Little Wandle it enables staff to deliver high quality lessons. | 2, 3, 4 |
| Ensure all staff (including any new staff joining us) have received training and support to deliver Little Wandle enabling them to deliver exciting and engaging phonics lessons. | EEF guide to pupil premium recommends a tiered approach to pupil premium spending. As part of this it identifies improving quality of teaching as a priority. EEF teaching and learning toolkit identifies phonics as having a high impact (+5 months) based upon very extensive evidence. | 2, 3, 4 |
| English/writing CPD for staff linked to whole school action plan. Focus on progression of skills, implementing phonics and opportunities for writing across all year groups. | EEF have identified improving quality of teaching as a priority. EEF teaching and learning toolkit identifies a very high impact of +5 months for mastery learning. | 2, 3, 4 |
| Staff attend identified CPD to ensure all pupils have access to quality first teaching. | EEF have identified improving quality of teaching as a priority. EEF teaching and learning toolkit identifies a very high impact of +5 months for mastery learning. | 2, 3, 4 |

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

Budgeted cost: £40,107

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Structured interventions (small group and 1.1) linked to phonics across the school associated with Little Wandle.</p> <p>DHT and TA to deliver these interventions across school.</p> | <p>EEF teaching and learning toolkit finds small group tuition has a moderate impact of +4 months based upon moderate evidence. Also finds one to one tuition has a high impact of +5 months based upon moderate evidence. In addition, EEF recommend a balance of small group and one to one tuition due to the greater numbers of children involved in small group tuition.</p> <p>EEF guidance report 'Making best use of Teaching Assistants' records that the research evidence shows a consistent impact of +3-+4 months progress when teaching assistants are used to deliver structured interventions with high quality support and training.</p> | <p>2, 3, 4</p> |
| <p>Structured interventions (small group and 1.1) linked to writing across the school associated with Letterjoin which encourages pupils to apply their phonetical skills.</p> <p>Class teacher and TA to deliver these interventions across school.</p> | <p>EEF teaching and learning toolkit finds small group tuition has a moderate impact of +4 months based upon moderate evidence. Also finds one to one tuition has a high impact of +5 months based upon moderate evidence. In addition, EEF recommend a balance of small group and one to one tuition due to the greater numbers of children involved in small group tuition.</p> <p>EEF guidance report 'Making best use of Teaching Assistants' records that the research evidence shows a consistent impact of +3-+4 months progress when teaching assistants are used to deliver structured interventions with high quality support and training.</p> | <p>2, 3, 4</p> |
| <p>Speech and language intervention small group and 1:1 are delivered daily.</p> <p>TA to deliver the intervention.</p> | <p>EEF teaching and learning toolkit finds small group tuition has a moderate impact of +4 months based upon moderate evidence. Also finds one to one tuition has a high impact of +5 months based upon moderate evidence. In addition, EEF recommend a balance of small group and one to one tuition due to the greater</p> | <p>2, 5</p> |

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| | <p>numbers of children involved in small group tuition.</p> <p>EEF guidance report 'Making best use of Teaching Assistants' records that the research evidence shows a consistent impact of +3-+4 months progress when teaching assistants are used to deliver structured interventions with high quality support and training.</p> | |
| <p>Teaching Assistants employed within each class for 60 minutes a day to work with disadvantaged children in a targeted way.</p> | <p>EEF guidance report 'Making best use of Teaching Assistants' records that the research evidence shows a consistent impact of +3-+4 months progress when teaching assistants are used to deliver structured interventions with high quality support and training.</p> | <p>1, 2, 3, 5, 6,</p> |

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

Budgeted cost: £22,268

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Family Liaison Officer employed to support targeted families.</p> | <p>FLO is used to support families within school who are experiencing emotional difficulties or other forms of challenge or who it is believed would benefit from support. The aim is to increase parental involvement with their child's education and limit the impact of challenging family experiences on children.</p> <p>EEF teaching and learning toolkit indicates a moderate impact of +4 months for parental engagement.</p> | <p>1, 2, 6, 7</p> |
| <p>Family Liaison Officer provides support to specific families targeting their attendance and punctuality.</p> | <p>Attendance for our PP pupils increased last year and was almost in line with attendance for all pupils.</p> <p>EEF teaching and learning toolkit indicates a moderate impact of +4 months for parental engagement.</p> | <p>1, 2, 6, 7</p> |
| <p>Safeguarding – meetings, 1:1 work, monitoring of CPOMs</p> | <p>Safeguarding is a key responsibility of the Academy. Work alongside FLO supporting families within school who are experiencing emotional difficulties or other forms of challenge or who it is believed would benefit from support. The aim is to increase parental involvement with their child's education and limit the impact of</p> | <p>1, 2, 6, 7</p> |

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| | challenging family experiences on children. EEF teaching and learning toolkit indicates a moderate impact of +4 months for parental engagement. | |
| Breakfast and after school wrap around. | Research shows that children who are hungry do not perform as well within school. Participation in breakfast club supports children in being ready to learn when lessons start. | 1, 6, 7 |
| Trips and other first-hand learning experiences. | Trips subsidised in order to ensure disadvantaged children have access to a broad and balanced curriculum. We aim to raise the aspirations of disadvantaged children through a varied range of experiences. | 1, 2, 3, 5, 6, 7, 8 |

Other expenditure including SLA's to support PP pupils

Budgeted cost: £4055

Total budgeted cost: £71,910

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 2020 to 2021 academic year.

We used teacher assessment to assess the children in the summer 20/21. Our children missed a great deal of school due to a lockdown in January '21 to March '21 as well as missing the majority of their spring/summer term the previous year due to the first lockdown. They have also suffered from further isolations throughout the year. When the children returned they accessed a recovery curriculum which focused on key skills as well as the social, emotional and wellbeing of the children to enable them to be more school ready in September 2021.

Our internal data shows all children performed lower than previous years including PP pupils.

Reception

GLD - all pupils – 47.2% / PP pupils – 41.7%

As a result of targeted support and the staff having a clear understanding of who the PP pupils were and their specific needs the gap between PP pupils and all pupils was only 5.5%. In 18/19 the gap was 56.4% (this is the last full academic year attended prior to Covid).

Year 1

Reading – all pupils 65.8% / PP pupils – 54.5% (11.3% difference v 7.2% difference in 18/19)

Writing – all pupils 51.2% / PP pupils – 50% (1.2% difference v 11.1% difference in 18/19)

Maths – all pupils 56.1% / PP pupils – 54.5% (1.6% difference v 18.7% difference 18/19)

As you can see a greater proportion of pupil premium pupils met the age related expectations in writing and maths to narrow the gap between PP pupils and all pupils compared to that of the 18/19 data.

Year 2

Reading – all pupils 69.2% / PP pupils – 61.9% (7.3% difference v 12.5% difference in 18/19)

Writing – all pupils 55.8% / PP pupils – 52.4% (3.4% difference v 6.4% difference in 18/19)

Maths – all pupils 75% / PP pupils – 76.2% (+1.2% difference v 8.5% difference in 18/19)

As you can see a greater proportion of pupil premium pupils met the age related expectations in reading, writing and especially in maths to narrow the gap between PP pupils and all pupils compared to that of the 18/19 data.