

# Ryhope Infant School Academy

## Pupil premium strategy statement 2022 - 2023

This statement details our school's use of pupil premium 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	154 inc. nursery
Proportion (%) of pupil premium eligible pupils	44.9%
Academic year/years that our current pupil premium strategy plan covers	2022 – 2023 2023 – 2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 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	£61,800.00
Recovery funding allocation this academic year	£6,300.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£68,100

# 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:

- Improve 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.
- Improve speech and language

### *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. We are still seeing the impact of 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	Weak language and communication skills for some children, identified as part of reception baseline.
5	Emotional, mental health and other safeguarding needs, identified during pupil progress meetings and as part of safeguarding work.
6	Inconsistent home support, identified as part of pupil progress meetings.
7	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 6.3% gap between all pupils and PP pupils in year 1 with PP pupils out performing non-PP pupils.

	There was a 4.1% 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 2021/22 shows 74.3% of all pupils achieved the pass mark whereas 66.7% 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 7.5% gap between all pupils and PP pupils in year 1 pupils, PP pupils out performing non-PP pupils and 10% 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 2021/22 show 51.4% of all children achieve a GLD compared to 28.6% of PP pupils.
Improve attendance and punctuality of disadvantages pupils to LA average	Last year PP attendance was 91.7% compared to 94% non-PP pupils. Persistent absences were 7.8% PP pupils compared to 3.2% non-PP 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: £1391

Activity	Evidence that supports this approach	Challenge number(s) addressed
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: £52,276

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured interventions (small group and 1.1) linked to phonics across the school.</p> <p>Class teacher, HLTA 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 and Little Wandle 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>Class teacher and 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>

	<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: £14,893

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>

	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: £4,514.75

**Total budgeted cost: £73,075**



## 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 2021 to 2022 academic year.

Although there was no national lockdown in the last academic year the children still suffered from isolations throughout the year. The pandemic has continued to affect children's learning and development as well as communication and language development. We are seeing children lacking in confidence and independence. Children's social and friendship-building skills have also been affected. Due to children not being able to access physical activities from a young age such as soft play and going to the park we are seeing delays in physical development which is impacting on writing.

#### Reception

GLD - all pupils – 51.4% / PP pupils 28.6% (47.2% / PP pupils – 41.7% 20/21)

There were only 7 pupil premium children in the cohort. They all started at least below expected and some were significantly below expected. One pupil was on the SEND register who accessed a communication hub for 12 weeks in the summer term, one child had 82.6% attendance, another child had 91.4% attendance, a child had medical issues and another was an August birthday. Despite these challenges all PP pupils made progress from their starting points. There was a large focus placed on their PSED to enable them to be school ready to access the rest of the curriculum. They all achieved their early learning goals in the PSED aspects and made significant progress in literacy and maths, moving from range 3 to range 5.

#### Year 1

Phonics – all pupils – 74.3% / PP pupils 66.7% (7.6% difference v 7.6% difference 20/21 however the data was much lower 60% all pupils / PP pupils 52.4%)

Reading – all pupils 77.1% / PP pupils – 84.6% (+7.5% difference v 11.3% difference in 20/21)

Writing – all pupils 62.9% / PP pupils – 62.9% (0% difference v 1.2% difference in 20/21)

Maths – all pupils 82.8% / PP pupils – 100% (+17.2% difference v 1.6% difference 20/21)

As you can see a greater proportion of pupil premium pupils met the age-related expectations in reading, writing and maths which has resulted in the gap between PP pupils and all pupils to either close or PP pupils to outperform all pupils compared to that of the 20/21 data.

#### Year 2

Reading – all pupils 72.5% / PP pupils – 62.5% (10% difference v 7.3% difference in 20/21)

Writing – all pupils 50% / PP pupils – 45.9% (4.1% difference v 3.4% difference in 20/21)

Maths – all pupils 80% / PP pupils – 75% (5% difference v +1.2% difference in 20/21)

Out of the 9 PP pupils who did not achieve expected at the end of the year 4 of them were also on the SEND register with PIVATS targets, 1 child had low attendance, 1 child had serious medical issues resulting in regular hospital stays and 1 child had an EHCP and accessed the engagement model. All of these children had support in place and were part of intervention groups resulting in them making progress from their starting points.