

Pupil premium strategy statement

School overview

Metric	Data
School name	Ryhope Infant School Academy
Pupils in school	162 Inc Nursery
Proportion of disadvantaged pupils	35.4%
Pupil premium allocation this academic year	£45,105
Recovery premium	£1300
Academic year or years covered by statement	2023 - 2024
Publish date	November 2023
Review date	November 2024
Statement authorised by	Tammy Allen
Pupil premium lead	Tammy Allen
Governor lead	Charlotte Gibson

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	62.5%
Writing	43.8%
Maths	68.8%

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.
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, language and communication skills of children in Early Years.
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	Writing interventions are implemented and effectively monitored for impact.
Priority 4	Quality first teaching is at the centre of our approach.
Barriers to learning these priorities address	<p>The long-lasting impact of the pandemic is resulting in our younger children lacking in the Prime areas of their development due to lack of social interaction from a very young age, lack of physical activities which is now impacting on their fine motor skills and a heavily reliance on the use of Ipads/tablets.</p> <p>Barriers to attendance are that parents may not put as much emphasis on attendance or understand the impact of their children missing school.</p> <p>Social and emotional barriers to learning and complex home lives mean that PP can lack focus and concentration and result in gaps in learning. Less home involvement and lack of parental engagement to support learning at home.</p>
Projected spending	£34,733.63

Teaching priorities for current academic year

Aim	Target	Target date
Reading	Achieve at least national average ARE in KS1 Reading	July 2024
Writing	Achieve at least national average ARE in KS1 Writing	July 2024
Phonics	Achieve at least national average scores in Y1 Phonics	July 2024
EYFS GLD	Achieve at least national average meeting the Early Learning Goal	July 2024
Other	Improve attendance and punctuality of disadvantaged pupils to LA average	July 2024

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training and support to deliver the new English scheme.
Priority 2	Work with English School Improvement Officer to support staff and improve the teaching of writing.
Priority 3	Ensure the delivery of exciting and engaging writing activities to motivate all writers by investing in resources and books to support this.
Barriers to learning these priorities address	<p>Deliver staff CPD on the English scheme and regularly follow up on impact and progress.</p> <p>Ensuring staff are consistently following the new English scheme.</p> <p>Ensure that staff use quality first teaching and differentiation to provide necessary support.</p>

	Quality texts used to engage learners in the theme.
Projected spending	£2466.15

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. It also impacts them socially and emotionally.
Projected spending	£13,329.32

Wider strategies for current academic year

Measure	Activity
Priority 1	Increase the rate of attendance for those eligible for the grant. Head teacher providing support to specific families in targeting their attendance and punctuality.
Priority 2	Head teacher to support families and their children with social, emotional and mental needs due to the lasting impact of Covid.
Barriers to learning these priorities address	Long lasting impact of the pandemic. Parents lack of understanding of the impact of missing school and the importance they place on attending school. No longer being able to employ a family liaison officer due to budget constraints and the HT's capacity.
Projected spending	£12,693.80

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 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 interventions to address gaps in their learning.	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.
Targeted support	Ensuring enough time and support for English Lead to ensure staff are	Teachers to take ownership of assessing and monitoring the phonics and the English progress of these

	effectively implementing small groups in Phonics. CPD for staff to lead quality speech and language interventions.	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 HT. Parents informed regularly of any attendance concerns. Meetings held with parents, support offered. Work with outside agencies.

Overview of expenditure estimate

Expenditure	Indicative allocation
School improvement	£400
Subscriptions	£572
Little Wandle	£249
Ed psych allocation	£1140
Safeguarding SLA	£398
Behaviour SLA	£0
FSM SLA	£385
Music tuition	£840
Rewards	£240
Resources	£751
Total Expenditure Sept 2023 - July 2024	£68,197.9 (£63,222.90 + £4975)

