

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Ryhope Infant School Academy
Pupils in school	154 Inc Nursery
Proportion of disadvantaged pupils	44.9% (49 pupils)
Pupil premium allocation this academic year	£61,800 Actual income £62,648 Breakdown Pupil Premium £51,245 Recovery Premium £6525 EYPP £4878
Recovery premium	£6300
Academic year or years covered by statement	2022 - 23
Publish date	September 2022
Review date	September 2023
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	45.9%
Maths	75%

## 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	<p>Improve the speech and language skills of children in Reception.</p> <p><u>Impact</u></p> <p>The baseline for speaking was 70.3% of children were on track. By the end of the year the % of pupils achieving a GLD in speaking was 80.6%. There were specific speaking and listening intervention groups in place, the staff working in Reception modelled language and children were given many opportunities to speak.</p>
Priority 2	<p>Increase attendance of PP pupils and make parents aware when</p> <ul style="list-style-type: none"> <li>• Pupils with an attendance below 95 %</li> <li>• Sickness is becoming detrimental to the education of the child and may need to seek medical help</li> <li>• When there is a pattern to the absence</li> </ul> <p><u>Impact</u></p> <p>Attendance of PP pupils – 92.8%, attendance of non-PP pupils – 95.4%</p> <p>FLO/HT worked closely with families, put attendance contracts in place, home visits and worked with outside agencies to support and encourage families to improve their child’s attendance. Parents were still very worried about sending their children into school because of the lasting impact of COVID. This will continue to be a priority next year.</p>
Priority 3	<p>Phonics – Little Wandle fully embedded in EYFS and KS1.</p> <p><u>Impact</u></p> <p>The children accessed 2 phonics lessons a day to try to recover from the lasting impact of COVID. Attendance had an impact on the outcomes of pupils. PP pupils achieved a 70% pass rate (7/10). The pupils who have not passed the phonics assessment this year will continue to access 2 phonics lessons a day as well as extra intervention.</p>
Priority 4	<p>Improve the attainment in writing to be in line with National.</p> <p><u>Impact</u></p> <p>Reception 50% achieved a GLD in writing compared to 66.7% of all pupils, in Y1 45.5% achieved ARE compared to 62.5% all pupils and in Y2 43.8% of PP pupils achieved ARE compared to 55.3% all pupils.</p> <p>Writing continues to be a whole school target. We have amended the curriculum and are implementing a new scheme in English with the aim of inspiring all pupils to want to write.</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>

	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.
Projected spending	£39,297 Actual Expenditure £44,969.86

### Teaching priorities for current academic year

Aim	Target	Target date
Reading	Achieve at least national average ARE in KS1 Reading	July 2023
Writing	Achieve at least national average ARE in KS1 Writing	July 2023
Phonics	Achieve at least national average scores in Y1 Phonics	July 2023
EYFS GLD	Achieve at least national average meeting the Early Learning Goal	July 2023
Other	Improve attendance and punctuality of disadvantaged pupils to LA average	July 2023

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training and support to deliver the new phonics scheme – Little Wandle. <u>Impact</u> All staff completed the training and update sessions. Lessons were observed. There was consistency in delivery and use of resources across all year groups.
Priority 2	Work with English School Improvement Officer to support staff and improve the teaching of writing. <u>Impact</u> Staff worked with English school improvement officer, analysed the impact of planning and outcomes, made amendments to planning. Also looked at examples of work to support assessment and attended CPD with another school, looking at work and comparing assessment to ensure we have secure judgements. % of pupils achieving expected increased from previous year. This will continue to be a target next year.
Priority 3	Ensure the delivery of exciting and engaging writing activities to motivate all writers. <u>Impact</u> All themes and topics were chosen to reflect the interests of the children and through the staff having a good understanding of what would engage and motivate the pupils. Children participated in a lot of practical activities such as hot seating and drama sessions to give them real experiences to write about. They also used the local area as well as visits to enhance the topic again giving them real experiences to write about.
Barriers to learning these priorities address	Ensuring staff are consistently following the Little Wandle scheme.

	Whole class reading and phonics teaching is high quality. Ensure that staff use quality first teaching and differentiation to provide necessary support. Quality texts used to engage learners in the theme.
Projected spending	£1391 <b>Actual Expenditure £1354.77</b>

### 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. <u>Impact</u> All year groups delivered 2 phonics sessions a day to ensure there was rapid catch up. All pupils made progress from their starting points in both phonics and writing. Interventions were monitored every 6 weeks by the DHT and the staff who were delivering the interventions to ensure there was an impact or to amend the intervention.
Priority 2	Speech and language intervention groups are specific to the needs of the pupils. <u>Impact</u> Where possible we worked with the SALT team to deliver specific targets, this included a member of staff team teaching with the SALT team to enable them to deliver specific intervention 1:1 4 x weekly. Through phonics assessment we were able to gain a clear understanding of difficulties with pronunciation and put strategies and interventions in place to overcome these difficulties. Staff modelled language and identified children were targeted through questioning and given more opportunities to speak. This will continue to be a target next year.
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	£12,979 <b>Actual Expenditure £12,978.75</b>

### 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. <u>Impact</u> FLO and HT worked closely with families, put attendance contracts in place, home visits and worked with outside agencies to support and encourage families to improve their child's attendance. Parents were still very worried about sending their children into school because of the long-lasting impact of COVID. This will continue to be a priority next year.
Priority 2	Family Liaison Officer (FLO) to support families and their children with social, emotional and mental needs due to the lasting impact of Covid. <u>Impact</u>

	FLO/HT supported families with referrals to outside agencies such as Early Help and CAHMs/CYPS. FLO/HT worked with families in school to put strategies in place and to work with our families to support them around any emotional and mental health needs. This enabled the FLO/HT to build close working relationships with our families. They were more inclined to contact our FLO/HT when they needed help and an open communication was had.
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	£14,893 Actual Expenditure £21,183.83

## 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 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 effectively implementing small groups in Phonics. CPD for staff to lead quality speech and language interventions.	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 ongoing impact 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.

<b>Expenditure</b>	<b>Indicative allocation</b>
School improvement	£400 £400
Subscriptions	£643 £643
Little Wandle	£249 £249.50
Ed psych allocation	£1281 £1281
Safeguarding SLA	£447 £447.25
Behaviour SLA	£0 £0
FSM SLA	£385 £385
Music tuition	£840 £240
Rewards	£270 £270
<b>Total Expenditure</b> Sept 2022 - July 2023	£73,075 Actual Expenditure £85,728.46

