

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 Actual income £60,480 Breakdown Pupil Premium £45,105 Early Years PP £9,445 Recovery PP £4,930 Additional PP+ £1000
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
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Priority 1	<p>Improve the speech, language and communication skills of children in Early Years.</p> <p><u>Impact</u></p> <p>The baseline for speaking was 64.5% of children were on track. By the end of the year the % of pupils achieving a GLD in speaking was 86.7%. 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"> • 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 <p><u>Impact</u></p> <p>Attendance of PP pupils – 91.1%, attendance of non-PP pupils – 93.9%</p> <p>HT worked closely with families, put attendance contracts in place, home visits and worked with outside agencies and TfC to support and encourage families to improve their child’s attendance. This will continue to be a priority next year.</p>
Priority 3	<p>Writing interventions are implemented and effectively monitored for impact.</p> <p><u>Impact</u></p> <p>The DHT monitored interventions half termly. Pupil progress meetings were held half termly to analyse the impact and to discuss next steps if needed. By the end of the year 66.7% of PP children in Reception achieved a GLD in writing and 42.8% of PP children in Y2 achieved age related expectations. The attainment of this group was very cohort specific with other factors such as SEND and attendance impacting on the outcomes.</p>
Priority 4	<p>Quality first teaching is at the centre of our approach.</p> <p><u>Impact</u></p> <p>Strong relationships between staff and pupils were developed quickly and because of this staff were able to put support strategies in place to support all pupils. All pupils made progress from their starting points, especially in maths with 78.5% of PP pupils achieving age related expectations or better.</p>
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 reliant 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

Actual spending	£78,604.78
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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	<p>Ensure all relevant staff (including new staff) have received training and support to deliver the new English scheme.</p> <p><u>Impact</u> All staff completed training and update sessions. Lessons were observed, learning walks and book scrutinies were carried out. Feed back was given and areas of development were actioned. Improvements in outcomes were evident.</p>
Priority 2	<p>Work with English School Improvement Officer to support staff and improve the teaching of writing.</p> <p><u>Impact</u> KS1 staff worked with the English School Improvement Officer as well as the English lead. Analysis of the impact of planning and outcomes and amendments to planning were made. 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.</p>
Priority 3	<p>Ensure the delivery of exciting and engaging writing activities to motivate all writers by investing in resources and books to support this.</p> <p><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. The % of pupils achieving Age Related Expectations increased from the previous year.</p>
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>

	Ensure that staff use quality first teaching and differentiation to provide necessary support.
	Quality texts used to engage learners in the theme.
Projected spending	£2466.15
Actual spending	£2496.14

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. 83.3% of PP pupils achieved the expected standard in phonics.
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. It also impacts them socially and emotionally.
Projected spending	£13,329.32
Actual spending	£11,324.95

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. <u>Impact</u> 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. This will continue to be a priority next year as parents are still very worried about sending their child into school when they have COVID or symptoms of a similar nature to COVID.
Priority 2	Head teacher to support families and their children with social, emotional and mental needs due to the lasting impact of Covid.

	<p><u>Impact</u></p> <p>HT/DHT supported families with referrals to outside agencies such as Early Help and CAHMs/CYPS. HT/DHT 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 HT/DHT to build close working relationships with our families. They were more inclined to contact our HT/DHT when they needed help and an open communication was had.</p>
Barriers to learning these priorities address	<p>Long lasting impact of the pandemic.</p> <p>Parents lack of understanding of the impact of missing school and the importance they place on attending school.</p> <p>No longer being able to employ a family liaison officer due to budget constraints and the HT's capacity.</p>
Projected spending	£12,693.80
Actual spending	£12,693.8

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>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.</p> <p>More focused CPD.</p> <p>All staff have a clear understanding who their PP pupils are which allows for more targeted questioning and immediate support.</p> <p>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.</p>	<p>Progress review meetings with team leader and HT. Monitoring timetable in place including lesson obs and work scrutiny.</p> <p>Ensure that assessment is accurate and appropriate.</p>
Targeted support	<p>Ensuring enough time and support for English Lead to ensure staff are effectively implementing small groups in Phonics.</p> <p>CPD for staff to lead quality speech and language interventions.</p>	<p>Teachers to take ownership of assessing and monitoring the phonics and the English progress of these children and feeding this back to the English Lead who can, in turn, monitor the effectiveness of the intervention.</p> <p>Specific CPD</p>
Wider strategies	<p>Engaging the families facing most challenges.</p>	<p>Monitored by HT. Parents informed regularly of any attendance concerns. Meetings held with parents, support offered.</p> <p>Work with outside agencies.</p>

Overview of expenditure estimate

Expenditure	Indicative allocation
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School improvement	£400 £400
Subscriptions	£572 £572
Little Wandle	£249 £249
Ed psych allocation	£1140 £1140
Safeguarding SLA	£398 £398
Behaviour SLA	£0
FSM SLA	£385 £385
Music tuition	£240 £120
Rewards	£240 £240
Resources	£751 £751
Total Expenditure Sept 2023 - July 2024	£68,197.9 (£63,222.90 + £4975)
Actual spending	£88,648.42 (£85,144.67 + £3,503.75)

