

Ryhope Infant School Academy

Pupil premium strategy statement 2024 - 2027

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	102 165 inc nursery
Proportion (%) of pupil premium eligible pupils	31.3%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs T Allen Head Teacher
Pupil premium lead	Mrs T Allen Head Teacher
Governor / Trustee lead	Mrs C Gibson Lead Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,880
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	£45,880

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.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups the school has legitimately identified as socially disadvantaged.

Intervention needs are based on a range of evidence including assessment, pupil and family voice, observations and an understanding of the challenges of each individual family. We ensure children in receipt of PP can access all opportunities in school and develop the skills and knowledge to become independent learners. We use the EEF Pupil Premium Guide to ensure a balance of teaching, academic support and wider strategies.

The success of this strategy is not just about the number of children who meet the expected standard, it is equally important to demonstrate that we have supported children to become successful individuals who can access the same opportunities as other pupils within the school.

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
- Have access to a broad and balanced curriculum which offers our children a range of different experiences.

Challenges

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

Challenge number	Detail of challenge
1	School has a lower % of PP pupils than the Juniors even though we share a lot of families. 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. Smaller numbers of Pupil Premium pupils means value for money is paramount.
2	On entry data into Early Years shows that many disadvantaged pupils start school with underdeveloped social and communication skills. This has a long-lasting impact as these skills take time to improve.
3	Attendance data shows that our disadvantaged pupils' attendance is significantly lower than their peers. There are a number of contributing factors to this such as ill health, poor punctuality, challenging family circumstances or lack of funds to get transport. This negatively impacts on progress and attainment of our disadvantaged pupils', resulting in families needing additional support to improve attendance.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery 2's through to KS1.
5	Observations and discussions with pupils and families identified limited cultural capital and links with the local/ wider community, therefore we need to enhance our wider curriculum to respond to the needs of all our pupils.
6	Lower starting points across school, reflected in internal school data. We are still seeing the impact disruptions to learning especially in social and emotional skills, health and wellbeing and speech and language.
7	Inconsistent home support, identified as part of pupil progress meetings.

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 the speech, language and communication skills of children in Early Years.	<p>Pupils will be able to or begin to speak clearly and process speech sounds, be able to understand others, will express ideas and interact with others in an age appropriate way.</p> <p>Pupils will have accessed Little Chatter Boxes intervention.</p>

<p>Improved social and emotional skills to ensure self-confidence, self-esteem, self-regulation and an ability to develop positive relationships.</p>	<p>Early identification and monitoring of children displaying emotional distress and/or social/behavioural difficulties.</p> <p>Various levels of support are implemented as appropriate and may include:</p> <ul style="list-style-type: none"> ➤ Discussion with SENCo, small group social skills focus, access to external agencies. <p>All staff are trauma trained and have regular training updates.</p> <p>Providing opportunities for disadvantaged children to develop their talents and feel valued.</p> <p>Refer to counselling services.</p>
<p>To accelerate progress for disadvantaged pupils from their individual starting points and in relation to national data (where available).</p>	<p>Accurate assessment completed, with effective moderation.</p> <p>Provision mapping effectively identifies strategies.</p> <p>Pupil progress meetings to evaluate provision and identify clear next steps. This will include monitoring of attendance, parental engagement, academic progress and attainment, learning and social behaviours, progress towards individualised outcomes.</p> <p>Tracking of evidence-based interventions.</p>
<p>Continue to review and provide a broad and balanced curriculum including a wide range of enrichment opportunities to broaden experiences and aspirations of all children including those eligible for PP.</p>	<p>Increased offer of and participation in enrichment activities, particularly among disadvantaged pupils, such as free breakfast club, after school clubs and educational visits.</p>
<p>Improve attendance and punctuality of disadvantages pupils to LA average</p>	<p>Last year PP attendance was 92.8% compared to 95.4% non PP pupils. Persistent absences were 18.2% PP pupils compared to 8.9% non PP pupils.</p>

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: £49,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training in Little Chatterboxes and resourcing time in EYFS.	<p>EEF state there is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2, 4
Target disadvantaged pupils using in house data and provide catch up using our teaching team to close gaps in reading, phonetic understanding writing and maths	<p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	5
Teacher and support staff - Development model – CPD program to develop reflection skills and embed new skills introduced in training to ensure all pupils have access to quality first teaching.	<p>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes - EEF.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	2, 4, 5, 6
Maths White Rose training,	The EEF toolkit suggests that mastery learning accelerates progress. Work is challenging and is particularly effective	6

resources and materials. Mastering Number at KS1 training times and resources.	when pupils work in groups and take responsibility for supporting each other's progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27,191

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions (small group and 1.1) focusing on Phonics, reading, writing and maths as well as social and emotional support. Class teacher and TA to deliver these interventions across school.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2, 6
Speech and language intervention small group and 1:1 are delivered daily.	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.	2, 4

<p>Class teacher and TA to deliver the intervention.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>2, 4, 5, 6</p>

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

Budgeted cost: £26,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Head teacher to support targeted families.</p>	<p>HT is used to support families within school who are experiencing emotional difficulties or other forms of challenge or who are 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 3, 5, 6, 7</p>
<p>Head teacher provides support to specific families targeting their attendance</p>	<p>Attendance for our PP pupils decreased last year and was below attendance for all pupils.</p> <p>EEF teaching and learning toolkit indicates a moderate impact of +4 months for parental engagement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>3, 7</p>

and punctuality.		
Safeguarding – meetings, 1:1 work, monitoring of CPOMs	Safeguarding is a key responsibility of the Academy. HT supports 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. EEF teaching and learning toolkit indicates a moderate impact of +4 months for parental engagement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 3, 5, 6, 7
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.	6, 7
Trips and other first-hand learning experiences.	Trips either subsidised or are free of charge 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.	2, 3, 4, 5, 6
Social and emotional needs support - personalised programme specific to needs planned and delivered by experienced, trained staff	Interventions which target social and emotional needs to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Three broad categories of interventions can be identified: <ul style="list-style-type: none"> • universal programmes which generally take place in the classroom such as nurture groups • more specialised programmes which are targeted at students with particular social or emotional needs; and • school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning, • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning 	2
Speech and language support (Little Chatter Boxes) for children in receipt of Pupil Premium.	Data shows us that our children have Language and Communication difficulties. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 4

Other expenditure including SLA's to support PP pupils

Total: £4975

Budgeted cost: £103,181

Total budgeted cost: £108,156

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 2023 to 2024 academic year.

The children who are attending our nursery continue to show a significant impact on their communication and language as well as their social and emotional skills. We are also seeing children throughout our school lacking in confidence and independence. The lack of physical skills in their formative years is impacting on fine motor skills, especially in their writing. We are also seeing parents more reluctant to send their child into school when they have a cough or a cold which is heavily impacting on attendance.

Reception

GLD - all pupils – 70% / PP pupils 66.7% (All 66.7% / PP pupils 47.1% 23/24)

There were 9 pupil premium children in the cohort. Only 3 PP pupils was working at the expected level when they started. The others were either below expected and some were significantly below expected. Three pupils had an EHCP and a further 3 pupils were on the SEND register. We had 3 pupils with less than 90% including one pupil who had 82.4% and one who had 76.1% attendance. 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 5/6 and GLD.

Year 1

Phonics – all pupils – 91.2% / PP pupils 83.3% (All 84.4% / PP pupils 70% 23/24)

Reading – all pupils – 71.4% / PP pupils 73.7% (All 68.8% / PP pupils – 63.6% 23/24)

Writing – all pupils – 60% / PP pupil 52.6% (All 62.5% / PP pupils – 45.5% 23/24)

Maths – all pupils – 82.9% / PP pupil 78.9% (All 78.1% / PP pupils – 63.6% 23/24)

The greatest gap between PP and all pupils is in writing. This is continuing to be a whole school target to improve the outcomes in writing. We are also closely monitoring the PP pupils in maths this year as there was a slight dip in their outcomes.

Year 2

Reading – all pupils – 79.4% / PP pupil 57.1% (All 65.8% / PP pupils – 62.5% 23/24)

Writing – all pupils – 67.7% / PP pupil 42.8% (All 55.3% / PP pupils – 43.8% 22/23)

Maths – all pupils – 91.1% / PP pupil 78.4% (All 68.4% / PP pupils – 68.8% 23/24)

Again, the greatest gap between all pupils and PP pupils is in writing. We are closely monitoring reading and maths and all PP pupils who are not yet expected are in intervention groups to close the gap.