

Pupil premium strategy statement 2022 – 2023

Recreation Road Infant School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	347
Proportion (%) of pupil premium eligible pupils	10.95%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2022 – July 2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Michael Bunting
Pupil premium lead	Susanna Manrique
Governor / Trustee lead	Joanne Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,630 (£1,385 per eligible pupil)
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£66,006 - £61,665.52 <u>£4,341</u>
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£52,630 + £4,341 <u>£56,971</u>

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned with the Federation Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. As [DfE Guidance](#) allows, we will not spend our pupil premium allocation solely on those pupils who attract it, but may use it to improve outcomes for other vulnerable groups where there is a strong case for doing so.

Our intention is that all of our pupils, irrespective of their background and challenges they face are able to make good progress, achieve high attainment across the curriculum and maintain a high level of social, emotional and mental wellbeing. This includes children who are already high attainers.

We consider the challenges of vulnerable groups in our school community such as those with a social worker, LAC and PLAC, young carers, refugee families and hard to reach families. Our activities are intended to support the needs of all of these vulnerable groups, regardless of whether they are 'disadvantaged' or not.

High-quality teaching and wellbeing support are at the heart of our approach with a focus on areas in which disadvantaged pupils require the most support. These are proven to have the greatest impact on closing the disadvantage attainment gap, but at the same time, will benefit our non-disadvantaged pupils.

In order for our plan to be successful, we are developing whole school buy-in, where all staff have a voice and input, alongside regular CPD opportunities to deepen our knowledge and understanding of the challenges faced by our school community. We want to ensure that we all view life and learning through the lens of our most disadvantaged pupils.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring excellent teaching in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most, exploiting the flexibilities available in the DfE guidance.
- Ensuring DSLs have access to high quality mental health support.

Challenges

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

Challenge number	Detail of challenge
1 Oracy	<p>Underdeveloped oral language skills, contributing to poorer outcomes for children across the curriculum:</p> <p>Wellcomm baseline data shows that overall, fewer Reception children are at expected level than last year. These are children who were at critical language development stage at the start of lockdown.</p> <p>Low reading and writing data compared to non-disadvantaged.</p> <p>Other evidence including talking with children, work sampling and teacher feedback from Pupil Progress meetings shows us that children's oracy must be a priority to enable our most disadvantaged pupils to access all areas of learning.</p>
2 Progress in Literacy	<p>A pattern has been identified, linking multiple vulnerabilities with lower reading progress and outcomes.</p> <p>Phonics, reading and writing levels in all year groups are lower than we would expect.</p> <p>Staff feedback and training records show that some staff do not yet have the skills and / or confidence to move on the learning of early readers / writers across the primary phase.</p>
3 Parental and pupil wellbeing, support and engagement	<p>Wider evidence, including conversations with families, teacher feedback from Pupil Progress meetings, CPOMS entries, attendance at parent-teacher meetings and school events, low numbers of families engaging with school communications, increasing requests for family support, increased expectations from external services on schools to provide support show that parental confidence and capacity, parental engagement, limited availability of support services for families in the wider community and potential or actual isolation from the community are increasing challenges for us with potential and actual impact on children's attainment and wellbeing.</p>
4 Attendance	<p>Children attracting Pupil Premium have lower overall attendance than non-PP pupils, putting their future progress and attainment at risk.</p> <p>Observed link between parental mental health and children's rate of attendance.</p> <p>Impact on children's mental health and wellbeing as a result of poor attendance, particularly where home circumstances are challenging.</p>
5 DSL Mental Health	<p>Negative impact on DSL wellbeing and effectiveness as a result of increased frequency of safeguarding concerns.</p>

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
<p>All students have benefited from consistently excellent oracy and literacy provision and practice in all year groups. All children will have the language and vocabulary to access the full curriculum.</p>	<p>Whole school approach is embedded including communication-friendly environments, Word Aware programme, screening and intervention programmes, ensuring improved levels of oracy from children's starting points.</p>
<p>Students needing targeted literacy support, particularly those attracting PP, have made strong progress.</p> <p>Practically all children have effective decoding skills by the end of the infant phase.</p>	<p>A greater proportion of children achieving expected standard in Y1 phonics screening and a lower proportion of children in Y2 leaving without achieving the expected standard in the re-screen.</p>
<p>The rate of absence overall, and for children attracting Pupil Premium, has reduced significantly as a result of excellent support and intervention.</p>	<p>Average attendance for PP children will be above 96%</p>
<p>The wellbeing, safety, self-regulation and self-management of pupils in need of additional support, particularly those who attract PP has improved.</p> <p>Families will be empowered with the knowledge, tools and support to help themselves and their children</p>	<p>Fewer incidents recorded on CPOMS following an initial report.</p> <p>Fewer behaviour incidents logged.</p> <p>Parental engagement in school events, parent-teacher meetings and school communications has increased.</p>
<p>Staff capacity to support challenging pastoral and safeguarding needs has improved as a result of embedding trauma-informed practices and regular DSL supervision.</p>	<p>Clinical supervision will be in place for all DSLs so that they have the tools to manage their mental health.</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.

High-Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>4 days release time for curriculum leads for training, learning walks, reciprocal observations in order to develop colleague practice, ensure consistency and monitor provision so that progress is possible.</p> <p>£1,000</p>	<p>Evidence from the EEF shows that additional focus on oracy skills in the early years has a higher impact than in later years. Release time for the Curriculum leads enables all staff to be better trained in the implementation of Word Aware, communication-friendly environments, the WellComm screenings and interventions.</p> <p>Education Endowment Foundation EEF (Communication and Language Approaches)</p>	<p>1</p>
<p>Molly Potter Emotional Intelligence CPD for all staff to further educate staff about emotional intelligence and its impact on learning and wellbeing. This will equip staff to identify emerging issues and put protective measures in place swiftly to reduce the impact on pupils' engagement in learning and wellbeing.</p> <p>£200</p>	<p>Evidence from Public Health England published in 2019 states that:</p> <ol style="list-style-type: none"> 1. Pupils with better health and wellbeing are likely to achieve better academically. 2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. 3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. 4. A positive association exists between academic attainment and physical activity levels of pupils. <p>HT_briefing_layoutvFINALvii.pdf (publishing.service.gov.uk)</p>	<p>3</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £18,379

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Following Wellcomm re-screen for Year 1 pupils, oracy interventions to be introduced and implemented in consultation with SaLT. (5 hours SaLT)</p> <p>£300</p>	<p>Evidence from the EEF shows that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Oral language interventions EEF</p>	1
<p>Little Wandle Keep Up/Catch Up intervention to ensure children in the lowest 20% make strong progress. The intervention is monitored by the curriculum lead (4 release days); additional resources are purchased so that additional, smaller groups can be started; support staff are allocated to teach Catch Up lessons.</p> <p>£18,079</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

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

Budgeted cost: £3,766 +

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Systematic attendance monitoring and family</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all key stages...and small improvements in attendance can lead</p>	4

<p>support to improve attendance and overall pupil outcomes and wellbeing.</p> <p>Appointment of attendance admin role</p> <p>£3,766</p>	<p>to meaningful impacts for these outcomes.</p> <p>The EEF is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>Attendance interventions rapidevidence assessment EEF</p>	
<p>Family support structure and processes including:</p> <p>holding Solihull parenting groups in-house</p> <p>the family support part of the website will be updated</p> <p>a family space for meeting and shared learning</p> <p>Molly Potter Emotional Intelligence sessions for parents</p> <p>£0</p>	<p>Examining the context and roots to particular behaviours and developing a consistent approach across the whole school are evidenced strongly in improving behaviour and wellbeing: Improving Behaviour in Schools EEF</p> <p>Research and guidance from the Anna Freud Centre for Children and Families shows that dedicated support for families and pupils (as well as school staff) as well as using robust mental wellbeing measures positively impacts on mental health and wellbeing. We are using the DfE approved Anna Freud tool to audit our provision.</p> <p>Auditing your school and implementing change : Mentally Healthy Schools</p> <p>Involving parents in discussions about their children, building positive relationships and communicating effectively will improve parental engagement.</p> <p>Working with Parents to Support Children's Learning EEF</p>	3
<p>Breakfast provision for vulnerable pupils</p> <p>£TBC</p>	<p>Although there is no definitive evidence to suggest that eating breakfast has a positive impact on attainment, we know that readiness for starting the school day by being in school on time and having a calm and organised start to the day makes a big difference to some children.</p> <p>Those children may also benefit from extended activities after school including being in the warmth of the school and having a proper meal before going home as well as participating in social activities</p>	3

	and benefiting from extended adult interaction and support.	
<p>Sunflower Club (wrap around care) and after school activity attendance for specific children.</p> <p>£TBC</p>	<p>The Nuffield Foundation research found that the positive impact on children and families include:</p> <ul style="list-style-type: none"> - opportunities to succeed - improved self-esteem - valuing school - improved confidence - new experiences - physical health and development - socialising and friendships - happiness and enjoyment - links to the curriculum - relaxation <p>and that after school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular. Organised physical activities were associated with higher attainment and better social, emotional and behavioural outcomes at age 11.</p> <p>Out of school activities and the education gap - Nuffield Foundation</p>	3
<p>Clinical supervision for DSLs to support their wellbeing and resulting effectiveness by reducing stress and potential absence due to stress.</p> <p>£TBC</p>	<p>A requirement in the current Ofsted safeguarding guidance is that ‘Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk.’</p> <p>Inspecting safeguarding in early years, education and skills - GOV.UK (www.gov.uk)</p> <p>The Anna Freud Centre for Children and Families states that that stress may impact on the capacity of a member of staff to manage their work well.</p> <p>school-staff-wellbeing-report-final-corrected-512.pdf (annafreud.org)</p>	5

Total budgeted cost: £1,200 + £18,379 + TBC

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils: Review July '22

High Quality Teaching

Aim 1: Develop and embed excellent evidence-based staff CPD programme

The teams managed to proceed without the release time and as supply was in short supply we were not able to cover internally. PLCs ensured better alignment with the DfE CPD standards. At the PLC celebration event on 28/6 it was evident that effective collaboration and collegiate learning had taken place.

Next steps: We will replicate this CPD model next year but it will feature in the CPD plan rather than the PP strategy.

Aim 2: Provide support for early career teachers and support staff

3rd Year teachers:

#1 has led on Reading this year and has use external feedback to improve the quality of reading resources and environments, communication with families and colleagues and tightened up the systems based on family and staff feedback. We are sad to be losing her to another school, however we are proud of her success as there were over 100 applicants for the post.(1 day supply for V-Net reading deep dive day)

#2 has been afforded fewer subject leadership opportunities, however she is taking on ECT mentorship next year and has already completed her first training day. She has been an active member of the staff wellbeing group and has undertaken self-led training on mental health and is now a mental health first aider. She will also take on Geography and History subject leadership next year. (1 day supply for ECT conference)

4th Year teachers:

#1 has been appointed as a year group lead. Feedback from the team is that she is a positive, enabling and efficient leader. It was mutually agreed that this year was not the time to initiate a NPQ as the subject she leads is a core subject and area of priority. Next year, she will continue as Year Group Lead to consolidate her skills and will be a key part of the SIDP priority for Writing. (supply day for continuous provision training 22.6)

#2 External feedback from the ECT training provider has stated that she has provided all of the support that could be expected from a mentor. She is undertaking a NPQLT and has taken on Year group leadership. Evidence so far is that the team are meeting deadlines and planning show rigour and coherence. Transition activities are going smoothly led by her. Next year she will continue as year group lead and aim to complete her NPQLT. (1 supply day in Feb for NPQLT training day)

Aim 3: Developing a programme to address children's language and communication issues through early assessment and intervention

Wellcomm

Data shows a marked improvement from in scores for PP children from their starting points. Given its significant impact, we're keen to build on the success of this next year e.g. Word Aware in Years 1 & eventually in Y2; pre-teaching across the school, particularly as the following data shows that we still need to focus on this as a priority.

EYFS GLD

Writing and word reading are the limiting factors for children achieving GLD. Therefore this supports our plans to focus heavily on oracy next year.

Y1 Phonics screening

Our data analysis shows that we are just below national expectations but is in line with national data being lower this year. We will look into potentially funding some phonics tutoring for Y1 children. We will continue to fund Sound Discovery if it's DfE validated and Keep Up interventions this way next year.

KS1 data

Communication friendly spaces environment walks took place in EYFS – EYFS lead and the speech therapist we have commissioned. Evidence gathered in the follow up walk showed that the teachers had acted on action points from the first walk. Thereby providing more communication friendly environments. (2 x supply days for learning walks and Communication Champion conference)

Targeted Academic Support

Aim 5: Improving applied phonics for targeted pupils across Key Stage 1

see review of aim 3

Wider Strategies

Aim 7: Improving school readiness, wellbeing and self-regulation skills

High quality family support on a needs basis.

We respond promptly, addressing families' needs in house where possible. Our FNP is highly trained and offers a wide range of support based on needs. She will also signpost to advice and guidance externally if the need is more than we can support in school. AHTP has had further mental health training and the additional release day is beneficial to working with class teams and families.

Individual / small group nurture / behaviour support work, based on identified wellbeing and involvement needs / behaviour incidents.

Behaviour meetings happen fortnightly where possible (AHTP, AHTL, FNP, BL) to monitor and develop plans for children and to meet their emerging needs, guided by the school behaviour policy and the behaviour risk evaluation tool. BL supports class teams to make individual risk assessments, behaviour plans etc.

We have 1 fully trained ELSA and one almost fully trained ELSA. Because of their additional class responsibilities they are doing the work in class, however these roles are aimed to be extended next year. Leuven tracking is monitored through Pupil Progress meetings and plans discussed with class teachers.

Low-threat family engagement events planned and organised with targeted families in mind.

We have had the Break coffee van which was not as successful as we had hoped as there was a cost attached to the event.

We had outdoors coffee mornings at the beginning of the year for all year groups which were very well attended. We will do these again next year.

The coffee morning that the PTA supported with free refreshments was more popular and more families attended. We did not track PP family attendance however.

The school fete was very widely attended and I spotted multiple PP families. I have already had a discussion with members of the PTA to find more ways next year to make the fete more inclusive e.g. free games, suggested donation rather than entry fee, free refreshments e.g. soft drinks, cakes, fruit.

Show and Shares have started up again which have been very popular.

Next year we are planning to reintroduce family café events including reading, maths, wellbeing.

Attendance by families of children attracting pupil premium at parent-teacher meetings / family events is tracked and monitored.

This hasn't happened this year, although we can extract attendance data for School Cloud appointments. We would like to introduce a consistent system for class teachers to record family attendance at events and meetings requested e.g. class form on Teams.

Fortnightly behaviour strategy meetings, with follow-up from Family Nurture Practitioner and Behaviour Lead.

See above

Assistant Head (Pastoral) contribution increased to 1 day additional release, as in-school family pastoral need is significantly greater than pre-pandemic. PSA contribution removed, as no PSA currently employed.

Aim 8: Encourage high expectations, aspirations and self-esteem

Digital Leaders has happened every week since September; 2 classes every fortnight, 6 children from each of the 2 classes every week in rotation. All Year 2s have had 2 turns. PP children have had 6 turns. They were rota-ed on more frequently than others.

All children grow in confidence, giving children an opportunity to lead in a meaningful and useful way. They have been coached in how to support others rather than doing it for them, thinking about asking where they got stuck, what to do next, developing individual resilience etc.

It's a very equal part of the week – no groups, no specific support, all starting points are the broadly same and the skills they are being taught are largely the same.

This model would definitely be beneficial to replicate next year with a broader approach to 'dis-advantage.'

Aim 9: Improve attendance and reduce persistent absence

Attendance monitoring meetings have happened fortnightly providing a better level of oversight into trends and persistent absenteeism.

Overall: 93.67% Persistent absence: 14.9%

PP: 91.31% Persistent absence 29.1%

We have been working on an overhaul of the attendance communication to make the letters more parent-friendly and the information more accessible to all. We will be utilising information made available by the NCC attendance team and putting this in place.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils