

Pupil premium strategy statement 2022 – 2025

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 | 338 |
| Proportion (%) of pupil premium eligible pupils | 9.5% 32 pupils |
| 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 2023 |
| Date on which it will be reviewed | December 2024 |
| 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 | £54,804.17 |
| Recovery premium funding allocation this academic year | £5,800 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| <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> | <u>£1,914.63</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> | £62,518.80 |

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, Children in Care and Children Previously in Care, 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 and ensuring that there is equity in accessing all opportunities available in school.
- 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 |
|---|--|
| 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. | Whole school approach is embedded including whole school oracy plan, communication-friendly environments, Word Aware programme, screening and intervention programmes, ensuring improved levels of oracy from children's starting points. |
| Students needing targeted literacy support, particularly those attracting PP, have made strong progress. Practically all children have effective decoding skills by the end of the infant phase. | 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. |
| The rate of absence overall, and for children attracting Pupil Premium, has reduced significantly as a result of excellent support and intervention. | Average attendance for PP children will be above 96% |
| The wellbeing, safety, self-regulation and self-management of pupils in need of additional support, particularly those who attract PP has improved. Families will be empowered with the knowledge, tools and support to help themselves and their children | Quality of response to families who need additional support is improved and a robust, whole team approach Quality of response to behaviour incidents is improved and based in trauma aware practice; a robust, whole team approach follows. Parental engagement in school events, parent-teacher meetings and school communications has increased. |
| Staff capacity to support challenging pastoral and safeguarding needs has improved as a result of embedding trauma-informed practices and regular DSL supervision. | Clinical supervision will be in place for all DSLs so that they have the tools to manage their mental health. |

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: £1,280

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>4 days per term for Oracy Lead and Y1 Lead for monitoring embedding of Oracy action plan across the school.</p> <p>£800</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> | 1 |
| <p>Zones of Regulation staff training and resources to support teaching and learning activities.</p> <p>£480</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> | 3 |

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

Budgeted cost: £23,071.02

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Little Wandle Keep Up intervention to ensure children in the lowest 20% make strong progress.</p> <p>The intervention is monitored by the curriculum lead (4.5 release days) and they will attend the LW Live event (1 release day)</p> <p>£1,100</p> <p>Purchase of additional resources for Keep Up groups</p> <p>£591.34</p> <p>Support staff are allocated to teach Keep Up lessons.</p> <p>£21,379.68</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: £36,095.66

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Systematic attendance monitoring and family support to improve at-</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>tendance and overall pupil outcomes and wellbeing.</p> <p>FEO salary (5 hrs per week attendance admin)</p> <p>£4,424</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>Employment of Family Engagement Officer who</p> <ul style="list-style-type: none"> • offers parenting skills support • signposts to external organisations • supports referrals to external organisations e.g. mental health referrals • facilitates financial support e.g. food bank vouchers, financial assistance scheme applications • is a DSL • helps to unpick family circumstances in a solution focused way to find ways that families can be empowered to support their children • do regular welfare checks and check ins with families when the need arises • attendance support meetings <p>£17,696.64</p> <p>2 days of ELSA salary to support 6 children per</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> | <p>3</p> |

| | | |
|---|---|---|
| <p>term plus 3hrs admin per half term</p> <p>£7,275.12</p> <p>Funding places on Molly Potter Emotional Intelligence sessions for parents so payment isn't a barrier to attending</p> <p>£200</p> <p>Behaviour lead 2.5hrs per week to do small group interventions around social communication, how to manage emotions in an appropriate way and regular whole school behaviour monitoring and analysis</p> <p>£1,144.50</p> | | |
| <p>Breakfast provision for vulnerable pupils</p> <p>£240 per child (estimated)</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 and benefiting from extended adult interaction and support.</p> | 3 |
| <p>Sunflower Club (wrap around care) and after school activity attendance for specific children.</p> <p>£494.40 per child (estimated)</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 | 3 |

| | | |
|--|--|----------|
| <p>Places allocated in after school activity clubs for those for whom payment is a barrier to attendance</p> <p>£3000 estimated</p> | <ul style="list-style-type: none"> - 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> | |
| <p>Clinical supervision for DSLs to support their wellbeing and resulting effectiveness by reducing stress and potential absence due to stress.</p> <p>£1,621</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> | <p>5</p> |

Total budgeted cost: £60,446.68

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils: Review July '23

High Quality Teaching

Aim 1: All students have benefited from consistently excellent oracy and literacy provision and practice in all year groups.

| Autumn '22 | July '23 | |
|------------|----------|---|
| Red 14% | 7% | These children receive further SALT support in Y1 |
| Amber 28% | 7% | These children receive further SALT support in Y1 |
| Green 58% | 86% | |

This data and subsequent SaLT assessment and intervention has been very successful. Staff feedback shows that they feel supported with the SaLT communication and suggested activities. Whilst waiting time for SaLT is still very long, we will continue with this intervention next year, but it will be funded through another stream.

Word Aware is embedded across the school with half-termly key vocab document which is reflected on inquiry plan in Y2, shared with families and highlighted in year group newsletters.

Due to the delay in the Oracy project starting, the action plan wasn't launched until the summer term, but there has been a greater, more targeted focus at the start of 23'-24 with whole staff CPD.

Targeted Academic Support

Aim 4: Students needing targeted literacy and numeracy support, particularly those attracting PP, have made strong progress.

TA training on Keep Up led by AHoS resulted in more targeted support for the lowest 20% and greater confidence in carrying out the intervention and consistency across the classes. This was reflected in the improved phonics screening results.

Subject Lead and AHoS attended the Little Wandle live day in Dagenham. They observed QFT of phonics, watched a Keep Up session and discussed how to link phonics to guided reading sessions.

Subject Lead has completed a Phonics subject reflection day in Autumn 1 '23. Strengths have included improvement of pace which was a gap last year, children have good understanding of the terminology used, clear fidelity to the scheme, tricky parts of words pointed out to children.

The impact of the above has been

- improved monitoring of phonics across the school resulting in more detailed next steps for all staff and related CPD e.g. the teaching of blending, consistent use of correct resources, teacher talk.
- INSET time has been allocated to do whole staff guided reading training in January.
- earlier identification of the lowest 20% so that Keep Up interventions started earlier in Autumn 1
- introduction of tracking and assessment document for Keep Up staff

Phonics screening data

Y1 all children 79% PP 53% which is an improvement on the 2022-2023 data

Y2 re-screen: 65% of the 38 children who were re-screened met the standard. 3 out of the 7 PP children who took the re-screen met the standard.

Wider Strategies

Aim 2: The rate of absence overall, and for children attracting Pupil Premium, has reduced significantly as a result of excellent support and intervention, Will include federation attendance admin role.

Attendance seems to be improving overall, although PP is still lower than we would like it to be. Persistent absence for the PP group is a real concern. 23-24 attendance strategy will prioritise this group.

| Attendance data for 22-23 | | Attendance as of 13.11.23 |
|---------------------------|--------|---------------------------|
| Average PP | 87.71% | 92.17% |
| Persistent PP | 46.7% | 31.3% |
| Average non-PP | 94.45% | 96.55% |
| Persistent non-PP | 13.1% | 7.5% |
| Average whole school | 93.59% | 96.18% |
| Persistent whole school | 17.3% | 9.8% |

Our analysis of attendance and potential barriers has improved with more consistent communication, regular meetings with families and raising the profile of attendance across the whole school community.

FEO and HoS meet fortnightly to review attendance.

FEO and HoS have termly meetings with the attendance team to check our data and procedures. These are found to be useful and supportive.

FEO attends attendance cluster meetings once a term. These are sometimes useful and supportive and are a good use of FEO's time.

Next steps

Survey to ask families what barriers to regular attendance are so we can shape our future support for them.

More forensic analysis of persistent absence.

We are considering using a better infographic on letters to aid family understanding of % absence.

New LA leave of absence forms have a box to add siblings which enables Federation HoSs to liaise on decisions made re authorising or not.

Aim 3: Staff capacity to support challenging pastoral and safeguarding needs has improved as a result of embedding trauma-informed practices and regular DSL supervision.

A provider has been identified and sessions are beginning in January.

Aim 5: The wellbeing, safety, self-regulation and self-management of pupils in need of additional support, particularly those who attract PP has improved.

RRIS PP numbers are very low compared with AJS, which is perplexing. AJS PP is 3 x higher. I have reached out to local infant schools asking for successful strategies we can replicate.

We funded 4 places for Molly Potter emotional intelligence sessions for families. Feedback was overwhelmingly positive and we have noticed drastic improvements in the emotional regulation of certain children and improved parental mental wellbeing relating to confident parenting. E.g. *"It really helped me consider how I model/talk about my own emotions and my response to them with my children."*

2 PP children accessed Sunflower Club until the end of the school year. It allowed them time to interact with a wider range of children, improve social-interaction skills, have a balanced meal, supported family time and financial pressure.

100% of RRIS FEO salary was paid through PP (25hrs) in response to increased level of family need.

RRIS FEO is supporting AJS FEO to refer families to the HAF and identify children who can benefit from exceptional funding.

Follow up from safeguarding concerns and support offered shows that there are fewer concerns raised overall and families are beginning to engage better in support that is signposted.

Families are better at asking for specific support e.g. food parcel, GP referrals, showing a general improvement in family empowerment.

FEO has been able to access a lot of additional funding for families e.g. charity funding, literacy support, translation support, food banks. She keeps abreast of current offers and makes sure we make the most of them e.g. family hub, JON mild to moderate mental health referrals etc.

20% of AHT salary was paid through PP since such a high proportion of their work has been attributed to this area of the strategy.

20% of CS salary was paid through PP following a review of their responsibilities around supporting the roots of pupil's behaviour and targeted improvement in whole school behaviour analysis.

5hrs a week of HLTA salary was paid through PP to support enrichment opportunities across Y2 for vulnerable children.

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 |
| |