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	333
Proportion (%) of pupil premium eligible pupils	
1	Sept 2022 – July 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£47,961
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*	**£47,961**

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 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. Last year, this was achieved at SLT level and this year, teachers are having more opportunities to contribute to planning, reviewing and evaluating the priorities.

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	Underdeveloped oral language skills, contributing to poorer outcomes for children across the curriculum: Internal data (Insight) for communication and language shows that across the year group children are coming into school at an expected level to previous years (covid years). FSM children however come into school below an expected level with 25% being at an expected level. FSM children are below expected in all of the prime areas apart from health and self-care, so this needs to be our focus during the Reception year. Low reading and writing data compared to non-disadvantaged. 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.
2 Progress in Literacy	A pattern has been identified, linking multiple vulnerabilities with lower reading progress and outcomes. Phonics, reading and writing levels in all year groups are lower than we would expect. A focus has been put on upskilling staff. More staff are Little Wandle trained, and staff are more confident with how to scaffold lower attaining children and mark written work. The Writing Project has offered next steps for all year groups which are being actioned and monitored. If these are actioned sufficiently there is a hope that academic expectations and achievements will rise across reading, maths and phonics.
3 Parental and pupil wellbeing, support and engagement	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. We are also noticing a lower level of engagement in school community activities amongst our EAL families; the AHoS (Equity, Engagement and Wellbeing) is going to be working on enhancing communication and engagement with 'hard to reach' families due to a language barrier or educational hesitancy.

4 Attendance	Children attracting Pupil Premium have lower overall attendance than non-PP pupils, putting their future progress and attainment at risk. Observed link between parental mental health and children's rate of attendance, particularly persistent absence. Our Leuven data show a negative impact on children's mental health and wellbeing as a result of poor attendance, particularly where home circumstances are challenging.
5 DSL Mental Health	DSL mental health support proved to be a welcome and positive addition. Safeguarding workload and vicarious trauma of specific cases continues to be a stressor and therefore the supervision is planned to continue.

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: £2,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring release time 3 days release for Oracy Lead 1.5 days release for Writing Lead (To be split into separate sessions) **£900** Assessment and support from SALT therapist to work with identified children and support teaching staff with appropriate activities. **£1,260**	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. Education Endowment Foundation | EEF (Communication and LanguageApproaches)	1

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

Budgeted cost: £8,608

Activity	Evidence that supports this approach	Challenge number(s) addressed
Keep up intervention staffing **£8,058** Overtime for part time support staff to attend twilight LW training sessions. **£550**	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | EducationEndowment Foundation | EEF	2

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

Budgeted cost: £37,053

Activity	Evidence that supports this approach	Challenge number(s) addressed
Systematic attendance monitoring and family support to improve attendance and overall pupil outcomes and wellbeing. FEO salary (5 hrs per week attendance admin) **£4,688**	Research has found that poor attendance is linked to poor academic attainment across all key stages…and small improvements in attendance can lead to meaningful impacts for these outcomes. The EEF is currently undertaking a rapid evidence assessment on attendance interventions and programmes. Attendance interventions rapidevidence assessment | EEF	4
Zones of Regulation sessions with families to provide consistency, understanding and tools that	Evidence from Public Health England published in 2019 states that:	3

families can use at home to support their children. **no cost** Small lunchtime group supervision for children who find it hard to regulate in and/or access wider playtime activities. **£9,084**	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. HT_briefing_layoutvFINALvii.pdf (publishing.service.gov.uk)	
Employment of Family Engagement Officer who 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	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 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. Auditing your school and implementing change : Mentally Healthy Schools Involving parents in discussions about their children, building positive relationships and communicating effectively will improve parental engagement. Working with Parents to Support Children's Learning | EEF	3

attendance support meetings **£18,754 (20hrs)** Funding places on Molly Potter Emotional Intelligence sessions for parents so payment isn't a barrier to attending **£200** 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 **£2,065** Refreshments for family events and to offer parents when they meet with us **£100**		

Clinical supervision for DSLs to support their wellbeing and resulting effectiveness by reducing stress and potential absence due to stress. **£1,600** Group supervision for TISUK practitioner to maintain status **£100**	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.' Inspecting safeguarding in early years, education and skills - GOV.UK (www.gov.uk) 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. school-staff-wellbeing-report-final-corrected-512.pdf (annafreud.org) Trauma Informed Schools UK states that Supervision provides a safe and contained space in which delegates are supported to reflect more deeply about the nature and challenges of their professional work. It serves also to consider the emotional impact that very often exists for educators as they work to support and educate young people from a variety of backgrounds. Supervision is purposeful and is intended to help educators gain further insight into the emotional landscape, motivations and presenting behaviours of the young people with whom they work. National Group Supervision	5
Subscription to a survey platform to gather regular feedback from parents, pupils, and staff, ensuring our decisions are informed and responsive to our school community's needs.	**Parental engagement has a direct impact on pupil outcomes.** Research from the Education Endowment Foundation (EEF) highlights that improving parental engagement can lead to an additional four months of progress over a year. Regular surveys help us strengthen communication and partnership with families, supporting their child's learning and wellbeing.	all

£462 (43% contribution of £1,074 with the other 57 coming from Avenue Junior School)	New guidance report published: Working with Parents to Support… | EEF **Pupil voice enhances engagement and wellbeing.** The Children's Commissioner's report *Big Ask, Big Answer* (2022) stresses the importance of listening to children to create an environment where they feel valued, safe, and able to thrive. **A whole-school approach to listening supports inclusion and equity.** By systematically gathering and acting on feedback, we ensure that all voices—including those of disadvantaged pupils—are heard, helping to shape an inclusive school culture and inform targeted support.	

Total budgeted cost: £47,821

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils: Review July '24

High Quality Teaching

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

the end of Reception, 88% of the pupils were screened as green:
83% SEN
75% EAL
33% PP
Next steps are to establish the barriers to those children being confident speakers.

Whole school progression document has been implemented and is being used in all year groups alongside Word Aware.
Oracy Lead will be doing a learning walk in Summer 2 '25
Focus on Vocab Victor in whole class read sessions is consistent in all year groups.
No Pens Day now happens once a term.

Pupil Voice demonstrates an increased confidence in oracy throughout the school.

The outcome was as expected – Word Aware is fully embedded in all year groups, Wow words, 3 years of training and this shows in the children's use of vocabulary in oracy and writing.

Targeted Academic Support

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

75% passed the PSC in Y1 – National was 80%.
Y2 – 94% passed the PSC, national was 91%
Phonics Learning Walk and monitoring time did not happen (rearranged for Feb 2025).
37.5% of PP passed in Y1.

Currently 8 PP children in Y2. 3 passed the PSC. 1 of the 5 that didn't pass is not on the SEND register but is EAL. 4 of the 8 children have an EHCP.
Emma Adcock (VNET) reflection day went well.
It was tricky to ensure consistency of Keep Up in Y2 last year. Y1 was better.

2024-2025: Keep Up will be done in class during the phonics lesson with the class TA in Y1 and Y2.

New books have been bought to support children who are working below phase 5. More mature and engaging.
Phonics lead was released to go to Little Wandle live event and for VNET adviser visit.
Monitoring release wasn't used.

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.*

Over the year, average attendance for Pupil Premium (PP) students declined from 91.25% to 88.58%, with persistent absence rising significantly from 32.4% to 43.2%. In comparison, non-PP students maintained stable attendance around 95%, with persistent absence increasing slightly from 10.3% to 11.3%. Whole school attendance decreased marginally from 95.04% to 94.37%, while persistent absence rose from 12.8% to 14.6%. Despite targeted interventions, attendance challenges for PP students remain significant.

The Family Engagement Officer (FEO) provided valuable support through analysis, family meetings, and monitoring, but faced role conflicts between support and enforcement and limited Local Authority assistance. Recommendations include improving data communication, enhancing early interventions, and addressing role conflicts to foster positive family relationships.

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.

DSL feedback found 90% satisfaction with the sessions and an improvement in mental health overall.

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 remain on the decline and we are concerned about those in the 'super-deprived' category – those who just miss out on PP entitlement.

Molly Potter's emotional intelligence course continues to be beneficial and we funded further places for those who were not able to fund themselves. *"Incredibly insightful course. Has already had a very positive impact on my understanding of my child and our relationship has improved markedly."*

Environmental factors impacting family wellbeing and basic needs are often too severe or complex to resolve through our support alone. Additionally, the overstretching of social care services frequently positions us as an informal emergency service. The FEO and AHoS play a vital role in listening to families' concerns, helping them access

external support, and advocating on their behalf. This has enabled families to make incremental progress toward self-sufficiency and accessing the support they require.

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)

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**
N/A
The impact of that spending on service pupil premium eligible pupils