

# Race Leys Infant School 2021-2022 Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Race Leys Infant School
Number of pupils in school	149 (October 2020 census)
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Louise Duncan
Pupil premium lead	Louise Duncan/James Bulloch
Governor / Trustee lead	Dean Munsey Jacqueline Hamer-Hodges

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,090
Recovery premium funding allocation this academic year	£6670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£71,160

# Part A: Pupil premium strategy plan

## Statement of intent

*Our ultimate objectives are:*

- *Ensure high quality teaching*
- *To narrow the gap between disadvantaged and non-disadvantaged pupils.*
- *Enhance oral language skills, improve fine motor skills, increase basic numeracy skills and ensure children have access to high quality adult support through targeted intervention programmes.*
- *To address SEMH concerns and support our children's well-being to enable them to access learning at an appropriate level.*

*We aim to do this through:*

- *Ensure teaching and learning opportunities meet the needs of all pupils, irrespective of background or challenges they face.*
- *Ensure high quality teaching, with a focus on areas in which disadvantaged pupils require the most support.*
- *Ensure that appropriate additional provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are carefully assessed and addressed.*
- *Providing SEMH support via Learning mentor.*
- *Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Not all children receiving FSM will be in receipt of PP interventions at one time.*
- *Increasingly address and remove barriers faced by our children in receipt of PP, e.g. attendance, poor literacy*

*Achieving these objectives:*

- *Adopting the tiered approach recommended by the EEF, which places focus on high quality teaching, e.g. CPD*
- *Ensuring all teaching is good or better, ensuring that the quality of teaching experienced by all children is improved, particularly for writing.*
- *Reducing adult ratios in KS1 thus improving opportunities for effective teaching and accelerating progress.*
- *1-1 support*
- *Additional learning support*
- *Accelerating progress, moving children to at least ARE.*

## Challenges

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

Challenge number	Detail of challenge
1	Pupils enter school below age related expectations in speech and language.
2	Pupils enter school with poor early reading, early number and fine motor skills.
3	A significant number of pupils come into school with social, emotional or behavioural difficulties which affects their ability to access the curriculum.
4	Challenges faced by parents to support their child with their readiness for learning.
5	Lockdown has particularly affected writing levels amongst our children.

## 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
Children make good progress in Communication and Language ELGs.	An increased children are working at ARE in Communication and Language (from September to July) Time to Talk assessments show <i>good progress</i> .
Children make good progress in reading, Maths and fine motor/writing.	Children make good progress in reading. ( <i>EYFS and KS1 data</i> ) Children to make good progress in Maths (EYFS and KS1 data) Children make good progress in writing. ( <i>EYFS and KS1 data</i> ) Children make good progress in phonics ( <i>RWI &amp; Phonics data</i> ) Children make good progress in Moving Handling ELG <i>Good progress- increased % working at ARE (EYFS) and 6 points (KS1)</i>
Children are supported in school and by appropriate agencies to overcome social, emotional and behavioural difficulties.	Children are well supported by learning mentor and other external professionals. Children's social and emotional difficulties do not prevent them being able to access learning
Families are supported in school and by appropriate agencies to overcome social, emotional and behavioural difficulties. Increase rates of attendance for identified pupils/families.	In school attendance gaps of pupils eligible for PP is reduced and the gap is closed between national data. Reduction in the number of persistent absence and lateness. Parents are well supported by learning mentor, such as housing, financial, parenting.

## 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

Budgeted cost: £ 21,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The Write Stuff virtual training, plans, TA extra pay</i>	Liaison with other local schools and in the wider midlands area reported that The Write Stuff had positively affected their writing results.	5
<i>Read Write Inc portal + development day</i>	The school has used Read Write Inc successfully over many years. It has increased phonics and Reading results over these years.	2
<i>Oxford Owl subscription</i>	The Government teacher workload survey (2019) reported that teacher workload is still an issue. This will provide readymade resources and help teacher workload.	2
<i>TA3 time leadership time for English and Maths team teaching, coaching and support.</i>	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	2, 5
<i>TA3- (smaller groups in Year 2)</i>	Although TA support has been measured as minimal for impact by EEF it measures Feedback as high impact +8. Use of Tas to support class teachers in delivering immediate feedback to pupils through small group work in conjunction with lesson feedback will help to move children on faster and involve them in their own learning.	1, 2, 5

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

Budgeted cost: £29,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Use of TA time to lead Wellcomm screening programme and deliver interventions</li> <li>• Time to talk activities with TA</li> </ul>	Introduction of these programmes have supported accelerated progress in previous years	1
<ul style="list-style-type: none"> <li>• Reception daily funky fingers fine motor activity</li> <li>• Fine motor skills additional support for identified pupils</li> <li>• Additional TA support for identified pupils to support accelerated progress in handwriting</li> <li>• Year group leader liaison with pre school to support raising standards on entry to school/transition</li> <li>• Use of TAs to develop gross motor/fine motor skills</li> </ul>	EEF research suggests that slow or effortful handwriting takes most of children's focus and limits the amount of thought that can be given to the content of their writing.	2 & 5
<ul style="list-style-type: none"> <li>• TA support for RWI tutoring and 1-1/group support for identified pupils]</li> </ul>	Reading by Six – in 2010 the UK government studied the twelve highest performing schools across the UK, seven of them taught Read Write Inc	2

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

Budgeted cost: £19,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Specialist advice from Educational psychologist</li> <li>• 1-1 support/nurture for pupils exhibiting extreme social and emotional difficulty</li> </ul>	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	3 & 4

<ul style="list-style-type: none"> <li>• 1-1 family support from Learning Mentor</li> <li>• Access to Social skills provision</li> </ul>		
<ul style="list-style-type: none"> <li>• Personal invites to attend activities which support parents in knowing how to support their child</li> <li>• Regular information (leaflets/letters) to support parents.</li> <li>• Virtual support posted on website or Teams.</li> <li>• Opportunities to come in and watch</li> <li>• interventions</li> <li>• Stay and play sessions</li> <li>• Learning mentor – family learning activities</li> </ul>	<p>Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. (EEF)</p>	<p>3 &amp; 4</p>

**Total budgeted cost: £ 71,160**