

Race Leys Infant School 2024-2025 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	148 (October 2023 census)
Proportion (%) of pupil premium eligible pupils	48 children – 32%
Academic year/years that our current pupil premium strategy plan covers	2024/25 2025/26 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jen Langtree / Louise Duncan
Pupil premium lead	Jen Langtree
Pupil Premium Governor	Jacqueline Hamer-Hodges

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,040
Recovery premium funding allocation this academic year	£7,830
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	£78,870

Race Leys Infants Vision Statement

Learning together is at the heart of Race Leys Infant School where we all enjoy being challenged in exciting and creative ways. We have high expectations and work hard to be the best we can be. We are an inclusive school and celebrate our children's strengths and interests. Our stimulating curriculum helps us to learn skills for the future, recognise each other's differences, strengths and celebrate success. Our school values help us to use good manners, develop respectful, caring relationships and support us to feel safe, be happy and make good choices.

We continue to build on our proud traditions by providing a high-quality learning environment and experiences for our pupils.

Our whole school curriculum provides a wide range of opportunities for our children. Underpinned by the National Curriculum, our curriculum considers the needs of our children, their interests and the local area, which we are very proud to be a part of. We work hard to offer additional enrichment opportunities for all learners.

Our school values of: Fairness, Teamwork, Care, Honesty, Respect and Perseverance promote high expectations and require all of our children to work hard and behave well. These attitudes are reflected in the excellent standards of learning and progress we achieve.

We encourage our children to be thoughtful and confident individuals. We welcome parents to join in with the life of the school and encourage them to share and support with their child's learning.

At Race Leys Infant School, we want the pupils to leave as well-rounded young people with a growth mind-set that anything is possible, we believe we achieve this every day for our whole school community.

Our School Moto is "Learning together we can reach for the stars!" and we strive to achieve this in all that we do with high aspirations for all of our Race Leys Family.

Part A: Pupil premium strategy plan

Statement of Intent

Our ultimate objectives for our disadvantaged pupils are:

- *Ensure high quality teaching across all year groups.*
- *To narrow the gap between disadvantaged and non-disadvantaged pupils.*
- *Enhance oral language and communication 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.*
- *To improve attendance and punctuality.*

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 the school 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.*
- *Further develop and sustain relationships between parents and class teachers.*

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.*
- *Implementing a comprehensive intervention package, reviewed regularly, using the support and guidance of professional experts.*

Challenges

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

Challenge number	Detail of challenge
1	<p>Observations and baseline assessments show that pupils enter school below age related expectations. There is a significant difference between FSM learners and their peers in early literacy skills and within physical development.</p> <p>These areas have been lower in the last three years for EYFS Baseline assessments.</p>
2	<p>Pupils enter school with poor early reading often knowing very few initial sounds. Parents report in EYFS challenges in how to support their children with early reading skills.</p>
3	<p>A significant number of pupils come into school with social, emotional or behavioural difficulties which affects their ability to access the curriculum. Wellbeing assessments and observations at different times of the school day show that children lack the confidence to try something new and can become distressed when challenged in their learning. A great number of pastoral referrals this academic year have been to support children who are eligible for Pupil Premium.</p>
4	<p>Discussions with parents and pre-school settings prior to joining the school indicate that there is a great deal of additional need within each cohort, with numbers of children with SEND increasing each year. PP pupils and their families have greater social and emotional difficulties, including those with autism or attachment and mental health needs.</p>
5	<p>Attendance has typically been below national average by the end of the year, with a large number of children missing school due to leave of absences (225 days missed due to leave of absences in 23-24 – 65.5 of these days were for PP children). This is particularly the case for pupils eligible for pupil premium as their attendance has been well below national average and our target of 96% (July 2023, pupil premium pupils' attendance was 88.3%).</p> <p>Attendance tracking for 2023-24 shows that pupil premium pupils' also had a great deal of punctuality concerns. (77% of the late marks were for PP children – 1025/ 1303 late marks)</p>
6	<p>Conversations with parents, children and teachers show that a large number of children have limited access to wider opportunities and that access to wider opportunities would help develop children's confidence and resilience and make them excited to come to school.</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>Vulnerable pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous stage of learning in Literacy; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p>	<p>Previous Academic Year (2023/24) Literacy</p> <ul style="list-style-type: none"> - PP – Entry 12% - Summer 32% - Non-PP – Entry 34% - Summer 63% - Attainment Gap – Entry 22% - Summer – 31% <p>Current Academic Year (2024/25) Literacy – PP –</p> <ul style="list-style-type: none"> - PP – Entry 10% - Non-PP – Entry 41% - Attainment Gap – Entry 31% <p>Pupil Progress meetings will identify those children at risk from falling behind. Interventions and additional focus to be placed on these children throughout the year. Interventions to be reviewed every half term and new groups to target the greatest need in school. Attainment will improve for our vulnerable groups. 90% of children will make at least expected progress with 20% of children making accelerated progress.</p>
<p>Children who display difficulties with gross and fine motor development, that hinders their writing skills, to receive timely and effective intervention to support their physical development.</p>	<p>Assessments to provide a baseline assessment Targeted interventions put into place including Moves, Fine Motor Support and 'pre-OT support'. Progress will be seen within programme assessments. Writing and letter formation to improve. Attainment in Literacy will improve. Attainment gap will decrease throughout the year.</p> <p>Previous Academic Year (2023/24) Physical Development</p> <ul style="list-style-type: none"> - PP – Entry 32% - Summer 72% - Non-PP – Entry 54% - Summer 77% - Attainment Gap – Entry 22% - Summer – 5% <p>Current Academic Year (2024/25) Physical Development</p> <ul style="list-style-type: none"> - PP – Entry 25% - Non-PP – Entry 56% - Attainment Gap – Entry 31%
<p>Vulnerable pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous stage of learning in phonics and early reading.</p>	<p>Attainment of pupils eligible for funding is at least in line with national average in the phonics screening at the end of Year 1 (national average in phonics 2023 79%)</p> <p>Previous Academic Year (2023/24) Phonics PP – 62% (Whole cohort – 78%)</p> <p>Achieving at least national average in reading at the end of Year 2 (national average 2023 68%)</p> <p>Previous Academic Year (2023/24) Reading PP – 65% (Whole cohort – 71% / Non PP – 75%)</p> <p>RWI assessments show that children are making progress and those children identified as making less / slower progress to receive 1:1 tuition.</p>
<p>Assessments and Observations of the children to show improved well being outcomes.</p>	<p>Attainment and progress in PSED (EYFS) to show expected progress, accelerated for those who are behind. SDQ scores to show improvements in children's scores.</p>

	<p>Interventions to show that the support has been effective for our pupils. Interventions to be monitored each half term Class teachers and learning teams to make referrals to the pastoral team to ensure timely support. Times of the day where children have been known to struggle most to have targeted support made available. 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</p>
<p>Children who are eligible for Pupil Premium and have SEND needs have the correct support in place to enable them to access learning in an appropriate way.</p>	<p>Needs to be identified in a timely way, following the school's referral pathways. All teachers to be implementing Reasonable Adjustments to support a range of additional needs in school. Two cycles of APDR (Assess, Plan, Do and Review) to be implemented with further assessments / professional involvement to be seen. Communication with parents to better understand the needs of the child and to fully inform them of plans for their child. The child to be consulted about their own strengths and stressors within school and to feel they have a voice in the process. Termly reviews with teachers, SENDCO and parents show that children are making at least the expected progress.</p>
<p>Improve attendance and punctuality for our vulnerable learners</p>	<p>Levels of absence will decrease LOA requests will decrease Early support can be put in place to support families where attendance begins to be a concern.</p> <p><u>Previous Academic Year</u></p> <p>Attendance has typically been below national average by the end of the year, with a large number of children missing school due to leave of absences (225 days missed due to leave of absences in 23-24 – 65.5 of these days were for PP children). This is particularly the case for pupils eligible for pupil premium as their attendance has been well below national average and our target of 96% (July 2023, pupil premium pupils' attendance was 88.3%). Attendance tracking for 2023-24 shows that pupil premium pupils' also had a great deal of punctuality concerns. (77% of the late marks were for PP children – 1025 / 1303 late marks)</p>
<p>Develop wider opportunities for learners within school</p>	<p>Each Year group to have a passport of activities (wider than the academic) Each Year group to plan opportunities for parents to engage with learning throughout the year. Enrichment programme to support a range of developing skills and interests including; gardening, cooking, performance, STEM, Sports and Leadership, coding and crafting.</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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership time cover by TA3 to enable Subject Leaders to support planning, model lessons and monitor Quality First Teaching across the curriculum.</p> <p><i>TA3 & teacher time for subject leadership</i></p>	<p>McKinsey (2010) found that high performing leaders focused on developing teachers, ‘...believe that their ability to coach others and support others and their development is the most important skill of a good school leader.’</p> <p>Teacher development is the key priority for ensuring progress and attainment for all pupils, including disadvantaged pupils. Opportunities to work together to plan lesson studies and team teaching enables a dynamic learning community across the school. EEF guide to pupil premium funding identifies that developing the skills of teachers is the top tier priority ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium’ (EEF guide to the pupil premium p.3)</p>	<p>1, 2, 4 and 6</p>
<p><i>Support and Training for new Read Write inc lead</i></p>	<p>All children are assessed every six weeks and therefore are identified quickly if they begin to fall behind. Having one principle lead has ensured consistency over the years in increasing results.</p>	<p>2</p>
<p><i>Read Write Inc portal + development day</i></p>	<p>The school has used Read Write Inc successfully over many years. It has increased phonics and Reading results over these years.</p>	<p>2</p>
<p><i>Oxford Owl subscription</i></p>	<p>The Government teacher workload survey (2019) reported that teacher workload is still an issue. This will help workload and improve quality and consistency.</p>	<p>2</p>
<p><i>Purchase of Edulink parent portal</i></p>	<p>EEF report that when parents are able to access attendance at home this may reduce the percentage of persistent absenteeism.</p>	<p>3, 4 and 6</p>

	The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.	
<i>Use of a range of assessments to support identification of needs within school</i>	EEF report that a range of assessment types is essential. Information collected should be used to inform next steps for teaching. Using an approach or programme that is evidence-based and that has been independently evaluated. Enables gaps in knowledge to be identified quickly	1, 2, 3, 4 and 6
<i>Leadership time for PP lead to improve Quality First Teaching and provision for all PP children.</i>	The EEF report that the best available evidence indicates that good teaching is the most important lever schools have to improve outcomes for their pupils.	1,2,3,4,5 and 6
<i>Attendance data shared with team regularly after being analysed by the admin attendance team</i>	EEF Supporting School Attendance DfE Working Together to Improve School Attendance 2024 Inclusive Attendance – developing a new approach rooted in an inclusive attendance model, designed to ensure that everyone - our staff, families, and children - fully understand their individual roles and collective responsibilities in supporting school attendance, active engagement in learning, and addressing potential barriers.	5
<i>Intensive school development work on developing the school's Teaching Principles with a clear focus on Adaptive teaching implementation Inclusion lead and Head teacher</i>	The Early Careers framework reports that Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success	1,2,3, 4 and 6

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Half Termly intervention plan, reviewed with all key members of staff to ensure timely interventions.</p> <p>Interventions based on assessments of needs and profession reports / recommendations</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	<p>3, 4 and 6</p>
<p>Use of TA time to lead Wellcomm screening programme and deliver interventions</p>	<p>Introduction of these programmes have supported accelerated progress in previous years</p> <p>EEF reports research that indicates children who were eligible for free school meals were 2 times more likely not to achieve expected levels of CLL than children who were not eligible for FSM. It also states there is a higher ratio of children who have English as an Additional Language when they start school but are likely to drop out of this group (i.e. their language and literacy improves considerably) thereafter.</p>	<p>1, 2</p>
<p>Reception daily funky fingers - fine motor activity</p> <p>Fine motor skills additional support for identified pupils</p> <p>Additional TA support for identified pupils to support accelerated progress in handwriting</p> <p>Early Years leader liaison with pre-schools to support raising standards on entry to school/ transition</p> <p>Use of TAs to develop gross motor/fine motor skills</p>	<p>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.</p> <p>Research shows that supporting transition is one of the six nurture principles which underpins relationship based practice (March and Moir, 2018). Durlak et al (2011) acknowledge that properly implemented universal well-being interventions between provisions improve achievement by 11%.</p>	<p>1, 3, 4 and 6</p>
<p>TA support for RWI tutoring and 1-1/group support for identified pupils]</p>	<p>Reading by Six – in 2010 the UK government studied the twelve highest performing schools across the UK, seven of them taught Read Write Inc</p> <p>Phonics approaches have a strong evidence base indicating a positive impact</p>	<p>2</p>

	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Learning mentor Intervention, SEMH support, Early Help and Pre-Early Help support for families, Liaison with parents and professionals, Liaison with teachers to best support the children Home Visits and phone calls to support with attendance	EEF-Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment interventions which focus on improving social interactions tend to be more successful (+6 months)	3, 4, 5 and 6

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

Budgeted cost: £11,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Specialist advice from Educational psychologist • 1-1 support/nurture for pupils exhibiting extreme social and emotional difficulty • 1-1 family support from Learning Mentor • Attendance support • Access to Social skills provision • Mental Health in schools' team (MSHT)-workshops or staff, children and parents 	<p>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.</p> <p>EEF states disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers. This means disadvantaged pupils may be more likely to progress through school with gaps in their understanding, which will affect how quickly and easily they can acquire and connect new learning</p>	3, 4, 5 and 6
<ul style="list-style-type: none"> • Personal invites to attend activities which support parents in knowing how to support their child • Regular information (leaflets / letters / newsletters) to support parents. • Virtual support posted on website. • Opportunities to come in and watch 	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)	3, 4 and 6

<ul style="list-style-type: none"> • Interventions • Stay and play sessions • SEND Coffee morning • Learning mentor – family learning activities • The Parent Space 		
<p>Pastoral / admin team member(s) to support families with improving attendance ½ day per week; time allocated to meet with parents, telephone parents and to prioritise pupils eligible for pupil premium for attendance support. Training for all staff to be able to support and improve attendance to be provided.</p>	<p>The DfE document ‘Supporting the attainment of disadvantaged pupils: articulating success’ outlines that ‘Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics.’ Some of our disadvantaged pupils have been persistent absentees which has been a barrier for their progress.</p>	3, 4 and 5
<p>A nurture base and additional provision room for small group and individual pupils, provided to enable identified pupils to benefit from work around wishes and feelings and developing emotional literacy.</p>	<p>The EEF guidance document ‘Improving social and emotional learning in schools’ states that ‘There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income’. Developing social and emotional learning as a part of school life will enable all children to be ready for learning as well as developing their self-esteem and confidence.</p>	3, 4 and 6
<p>Enrichment Programme in school to include cooking, Sports and Leadership, gardening, outdoor play, coding, STEM, performance and crafting</p>	<p>All young people deserve the chance to access a well-rounded and culturally rich education. Yet we know that those from disadvantaged backgrounds are less likely to take part in the sort of activities that Children’s University provide.</p> <p>Sir Kevan Collins, chief executive of the EEF</p>	6
<p>Developing resilience, independence and social skills through the OPAL (Outdoor Play and Learning) programme for lunchtime, including training, resources and parental engagement</p>	<p>Lunchtime accounts for 20% of the school day. This is the part of the school day where the staff with the least amount of training supervise large numbers of pupils. The EEF teaching and learning toolkit states that social and emotional learning approaches add 4 months progress to children’s learning.</p>	3, 4 and 6

Total budgeted cost: £ 71,040

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

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

Programme	Provider

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**

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The impact of that spending on service pupil premium eligible pupils

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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.