# Race Leys Infant School 2023-2024 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

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| Detail | Data |
| School name | Race Leys Infant School |
| Number of pupils in school | 144 October 2022 census census) |
| Proportion (%) of pupil premium eligible pupils | 52 children 36% |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2024 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | February 2024 |
| Statement authorised by | Louise Duncan/Jen Langtree |
| Pupil premium lead | Kerry Gurr |
| Pupil Premium Governor | Jacqueline Hamer-Hodges |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £78570 |
| 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 | £86,400 |

**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. 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 newly adapted 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.

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

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| *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 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.* |

## Challenges

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

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| 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 | Persistent absenteeism, lateness |

## 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.

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| Intended outcome | Success criteria |
| Children make good progress in Communication and Language ELGs. | An increased number of children are working at ARE in Communication and Language from Baseline to Summer Term.  Autumn Baseline FSM 31% ARE / Non FSM 63% (32% gap)  Summer Term FSM 71% ARE / Non FSM 100% (29% gap)  Speech and Language assessments show good progress. |
| Children make good progress in reading, Maths and fine motor/writing. | PP Children make good progress in reading and close gap to cohort (Gap-Y2- 16%, Y1- 8%)  PP Children to make good progress in Maths and close gap to cohort (Gap- Y2- 15%, Y1- 22%)  PP Children make good progress in writing and close gap to cohort. *(Gap- Y2- 8%, Y1- 11%)*  PP Children make good progress in phonics *(Gap- Y2- 18%, Y1- 19%- Phonics check data)*  *Good progress is increased % working at ARE for PP children (EYFS) and (KS1)*   |  |  |  | | --- | --- | --- | | ***PP Children (EYFS)*** | ***Autumn Baseline*** | ***Summer Term*** | | *Communication and Language* | *31%* | *71%* | | *Physical Development* | *23%* | *57%* | | *Personal, Social and Emotional Development* | *8%* | *64%* | | *Literacy* | *15%* | *50%* | | *Maths* | *39%* | *71%* | |
| 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. 2022-2023 data - The school had 91.3% attendance compared with national of 92.5%. The PP attendance was 87.63%.  Reduction in the number of persistent absence and lateness for PP children.  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: £27,314

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Leadership time cover by TA3 to enable Subject Leaders to support planning, model lessons and monitor Quality First Teaching across the curriculum.  *TA3 & teacher time for subject leadership* | 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.’ | 2 |
| *Support for new Read Write inc lead TA3* | 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. | 2 |
| *Read Write Inc portal + development day* | The school has used Read Write Inc successfully over many years. It has increased phonics and Reading results over these years. | 2 5 |
| *Oxford Owl subscription* | The Government teacher workload survey (2019) reported that teacher workload is still an issue. This will help workload and improve quality and consistency. | 2 |
| *Purchase of Edulink parent portal* | EEF report that when parents are able to access attendance at home this may reduces the percentage of persistent absenteeism.  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. | 5 |
| *Purchase of Sandwell Early numeracy assessment* | 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 | 2 |
| *Leadership time for PP lead to improve Quality First Teaching and provision for all PP children.* | 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 |
| *Adaptive teaching implementation*  *Inclusion lead and Head teacher* | 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, |
| *NCETM*  *Maths mastery*  *Time for Leadership and 1h x3 three times a year for training*  *Minute maths for home use* | EEF mastery learning has been used successfully across the curriculum but particularly for Reading, Mathematics and Science. In Mathematics (+6 months) achievement increase. | 2, 4 |

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

Budgeted cost: £33,433

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| * Use of TA time to lead Wellcomm screening programme and deliver interventions | Introduction of these programmes have supported accelerated progress in previous years  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. | 1 |
| * Reception daily funky fingers fine motor activity * Fine motor skills additional support for identified pupils * Additional TA support for identified pupils to support accelerated progress in handwriting * Year group leader liaison with pre school to support raising standards on entry to school/ transition * Use of Tas to develop gross motor/fine motor skills | 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 |
| * Year group leader liaison with pre- school to support raising standards on entry to school/transition. | 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%. |  |
| * TA support for RWI tutoring and 1-1/group support for identified pupils] | 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 |
| * TA support for maths intervention- Sandwell assessments and small group support | EEF research - On average, individualised instruction approaches have an impact of 4 months’ additional progress | 2 |
| * Learning mentor   Intervention-  Boomerang | 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) | 5 |

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

Budgeted cost: £25,653

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| * 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 | 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.  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 | 3 4 5 |
| * Personal invites to attend activities which support parents in knowing how to support their child * Regular information (leaflets/letters) to support parents. * Virtual support posted on website. * Opportunities to come in and watch * interventions * Stay and play sessions * SEND Coffee morning * Learning mentor – family learning activities | 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 |