

Pupil premium (PP) strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Imperial Avenue Infant School
Number of pupils in school	300 as of 12.9.2022
Proportion (%) of pupil premium eligible pupils	20% - 61 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	August 2023
Statement authorised by	Elizabeth Smith/ Emma Harrop
Pupil premium lead	Elizabeth Smith
Governor / Trustee lead	Emma Harrop

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,100
Recovery premium funding allocation this academic year	£5014
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	£88,114

Part A: Pupil premium strategy plan

Statement of intent

At Imperial Avenue Infant School we believe all children have the right to quality first teaching in school alongside a curriculum that is planned and mapped out to provide all children with the opportunity to achieve their best.

It is important when using Pupil Premium Funding that we consider the context of the school and the children we are serving. As a school we have looked at common barriers to learning for disadvantaged children. These can be - less support at home, low level language and communication skills, lacking in confidence, possible behaviour problems, possible attendance and punctuality issues and complex family situations which prevent children from achieving and flourishing.

Our key principles

- Ensure our curriculum meets the needs of our children in each cohort and that teaching and learning opportunities meet the needs of all the pupils
- We recognise that not all children receiving pupil premium will be socially disadvantaged
- We assess all children and then drill down into the cohorts of children looking at the different groupings especially the disadvantaged children
- Funds will be used to support the children who need intervention and support to close gaps and make accelerated progress

Our objectives for disadvantaged children are

- To always provide them with quality first teaching
- To provide timely intervention if they fall behind their peers
- To narrow the attainment gap between disadvantaged and non-disadvantaged
- To ensure disadvantaged children make good progress from their initial starting points
- To support the families when needed and in an appropriate manner

The range of provisions the school and governors consider making for this group include and would not be limited to:

- Allocation of Senior Leadership Team (SLT)/ teacher time to provide intervention for groups of children
- Additional Teaching Assistants (TA) in Nursery and reception classes to support language development and intervention
- TA's in all Key Stage 1 (KS1) classes to provide support for reading and targeted intervention

- Support with funding for educational visits or visitors to ensure all children have the opportunity to have first-hand experiences
- TA level 3 used to support speech and language development for all children who we deem need it as well as those children on the Speech and Language Therapy (SALT) workload

We have set out below how we are planning on using the pupil premium money.

Challenges

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

Challenge number	Detail of challenge
1	Low level language and communication skills
2	Low attainment on entry into Nursery and Reception class in most areas
3	Lower level attainment in reading, writing and maths
4	Low levels of support from home
5	Hunger in the mornings and not ready for learning
6	Hectic family lives, some lateness or attendance issues

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
Quality first teaching is consistently delivered to a high standard in all subjects	<ul style="list-style-type: none"> - Progress in all subjects is good at least, progress for those children who are behind expected standards is accelerated
To raise vocabulary development and oracy development for all disadvantaged children so they are in line with their age	<ul style="list-style-type: none"> - Children to increase vocabulary they know by the end of each academic year. - Communication levels to narrow or be in line with age related expectations
To raise phonic outcomes for all children especially disadvantaged children	<ul style="list-style-type: none"> - Disadvantaged children to pass phonic test; tracking those that do not pass in year 1 to ensure that they pass before they leave in year 2.

The attainment difference nationally between pupil premium and non pupil premium diminishes and where children are below expected they make accelerated progress in reading, writing and maths from their starting points.	<ul style="list-style-type: none"> - Disadvantaged children make good or accelerated progress from their starting points - Disadvantaged pupils achieve in line with national expectations both for expected and greater depth
Pupils' needs are met both physically, mentally and socially and emotionally	<ul style="list-style-type: none"> - Breakfast provision is offered to all children so they are ready to learn
Attendance percentage increases and absenteeism decreases	<ul style="list-style-type: none"> - Attendance and persistent absenteeism are in line with national percentages

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 (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA3 to carry out speech and language individual support and group support (£6,000)	SALT gives ideas and support to the TA to carry out with each child after they have had their SALT appointment. This supports those children who do not get support at home.	2,3, 4
Staff Continued Professional Development (CPD) (£4,000)	CPD following Education Endowment Fund (EEF) principles and research done in school. Staff attending course and disseminating this through staff meeting and year group time e.g. voice 21 project, Maths hub training, reading Local Authority (LA) training, Early Years Foundation Stage (EYFS) reading training.	1,2,3,4,5,6
Purchase of reading books for the accredited phonic scheme we deliver so books can be set home and replaced when lost or damaged (£5000)	Department for Education (DfE) accredited phonics scheme DfE reading framework	1, 3, 4,

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

Budgeted cost: £129,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistants in each class across KS1 to support in class and carryout intervention e.g maths, phonics, language pre teach and reading</p> <p>Senor leader to support class teachers to have time out with children to do academic mentoring/ coaching (TA support £48,000, senior leader support £5,000, Total £53,000)</p>	<p>Intervention that is timely supports to close gaps for children and to accelerate their progress so they can get nearer to their peers.</p> <p>We use senior leaders and teachers to provide intervention across the school.</p> <p>EEF teaching and learning toolkit (2021)</p>	1,2,3,4
<p>Additional TA in Nursery and Reception classes to support in class and with targeted intervention eg Nuffield Early Language intervention (NELI) program and phonic interventions (£76,000)</p>	<p>Children arrive in school well below expected levels. Internal data shows baseline to be very low for Nursery children and low for new to reception class children.</p> <p>Extra TA allows children to be worked with on a one to one basis and support where children miss out on this at home.</p> <p>Allows the NELI intervention to take place. NELI reviews and research show this intervention does make a difference and has been funded by the DFE so we have put aside time and staffing to ensure this runs well. In 2021-2022 academic year children made good and outstanding progress in NELI seen through assessment and Special Educational Needs and Disability Co-Ordinator (SENDSCO) monitoring</p>	1,2,3,4

	EEF research shows that TA intervention if led by a well-trained TA is good but should be alongside their quality first teach from their teacher.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9133

Activity	Evidence that supports this approach	Challenge number(s) addressed
Magic Breakfast provides a bagel breakfast for all children at the start of their day (£1333 for the bagels and staff support to get bagels ready daily £800 total £2133)	Children come to school not ready to learn if they have not had breakfast. Research show that hungry children do not perform as well as children who are fed. Maslow's hierarchy of need shows food is essential for all humans.	5, 6
Attendance for disadvantaged to be addressed and improved (£7,000)	Attendance officer time to look at and evaluate attendance according to different groups over each half term periods Education Welfare Officer (EWO) support three weekly catch-up sessions Attendance for PP children has been good and we wish to maintain this.	4, 6

Total budgeted cost: £ 153,133

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Due to the Covid National and Local lockdowns in the previous two academic years this has had an impact on all our children, but especially the pupil premium children and specifically the infant education for our year 2 children in 2021-2022. However, assessment shows that in 2022:

41% of disadvantaged children achieved Good Level of Development (GLD) in their reception year

In year 2

Reading 71% expected and 6% greater depth

Writing 59% expected 6% greater depth

Maths 77% and 12% greater depth

Phonics year 1 – 52% achieved the score of 32 or above

Phonics year 2 – 82% achieved the score of 32 or above

These percentages include children who attend our Designated Specialist Provision (DSP) and also children who have arrived mid-academic year and who are English as an Additional language which has meant that some children have not made expected standards but through our monitoring of books we can see they have made good progress from their starting points and gaps have been narrowed which will continue in their junior school years in education.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NELI	Nuffield Foundation Education Ltd
Leicester Oracy program	Voice 21
Maths Mastery	National Centre for Excellence in the Teaching of Mathematics (NCETM) maths hub