

Pupil premium strategy statement – Imperial Avenue 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 currently	275 pupils
Proportion (%) of pupil premium eligible pupils	67 pupils - 24%
Academic year that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	21.9.2023
Date on which it will be reviewed	14.7.2024
Statement authorised by	Governors
Pupil premium lead	Libby Smith
Governor lead	Emma Harrop

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,485.00
Recovery premium funding allocation this academic year	£11,698.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£109,183.00

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 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 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	Emotional regulation in the mornings and not ready for learning
6	Hectic family lives, some lateness or attendance issues
7	EAL and new international arrivals with low spoken English levels
8	Cost of living crisis, children not going to different places to support increasing their cultural capital due to the costs of such things

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	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	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	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.	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	Children arrive in school ready to learn, arriving smiling and happy to be in school, if not intervention is in place to support children emotionally
Attendance percentage increases and absenteeism decreases	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: £ 24000

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, 7
Staff Continued Professional Development (CPD) (£8,000)	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, Rosenshine walkthrough training.	1,2,3,4,5,6,7
Purchase of new reading books added to the accredited phonic scheme we deliver so wider ranges to read	Department for Education (DfE) accredited phonics scheme DfE reading framework	1, 3, 4,7

and support more books going home (£10000)		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 144700

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, Little Wandle phonics keep up, language pre-teach and reading</p> <p>Senior 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 and supports to close gaps for children and to accelerate their progress</p> <p>We use senior leaders, teachers and teaching assistants to provide intervention across the school.</p> <p>EEF teaching and learning toolkit (2021)</p>	1,2,3,4,5,6,7
<p>Additional TA in Nursery and Reception classes to support in class with quality interactions for language and social skills, carry out intervention Welcomm language program (£700) and Little Wandle 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>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.</p> <p>Time for the teacher to support intervention in assembly time and also additional time to PPA.</p>	1,2,3,4,5,6,7

	TA used for quality interaction in classes during the Autumn term and then to support running Wellcomm language intervention. NELI can also be ran, if needed, later in academic year.	
Qualified teacher to carryout tutoring for all children who need it (£15000)	Timely support and intervention is key to support children making progress or closing gaps of missing learning.	1,2,3,4,5,6,7

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

Budgeted cost: £19000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance for disadvantaged to be addressed and improved (£7000)	Attendance officer time to look at and evaluate attendance according to different groups over each half term periods Education Welfare Officer (EWO) support when needed for advice and for panel meetings Attendance for PP children has been good and we wish to maintain this	4, 6
Happy Lunchtime activities (£2000)	Children keeping busy at lunchtimes makes for a happier atmosphere, less accidents and supports physical wellbeing which supports being ready for school Promotes sharing and taking turns	5,6,7
Supporting cost of trips (£10000)	Building children's cultural capital. Supporting parents in current cost of living crisis.	8

Total budgeted cost: £ 187700.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Reception Data

53% of disadvantaged children achieved Good Level of Development (GLD) in their reception year which was an improvement of 12% from the previous year

Year 2 data

Yr2 end of year data 2022-2023	Reading	Writing	Maths
All including DSP children	63% expected 19% GD	57% expected 8% GD	74% expected 16% GD
All excluding DSP children	66% expected 21% GD	66% expected 9% GD	77% expected 16% GD
PP including DSP children	59% expected 15% GD	48% expected 4% GD	74% expected 19% GD
PP excluding DSP children	63% expected 17% GD	54% expected 4% GD	79% expected 19% GD

Phonics data

	All	PP
Yr1 pass including DSP	75%	64%
Yr1 excluding DSP	79%	73%
Yr2 pass including DSP	81%	78%
Yr2 excluding DSP	84%	83%

The percentages for **year 2 all** includes children who have arrived mid-academic year and who are English as an Additional language or new international arrivals 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. **Of this group 2 were PP.**

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