

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	Imperial Avenue Infant School
Number of pupils in school	306
Proportion (%) of pupil premium eligible pupils	24% - 73 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
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	£98,185
Recovery premium funding allocation this academic year	£10,306.75
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	£108,491.75

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 is

- 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 appropriate an manner

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

- Allocation of SLT/ teacher time to provide intervention for groups of children
- Additional Teaching assistants in Nursery and reception classes to support language development and intervention
- Teaching assistants in all 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
- TA3 used to support speech and language development for all children who we deem need it as well as those children on the 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
To raise vocabulary development and oracy development for all disadvantaged children	<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	<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.
To make accelerated progress in reading from their starting points	<ul style="list-style-type: none"> - Reading gap with national closes and eventually is in line - Children make good or accelerated progress from their starting points
To make accelerated progress in writing from their starting points	<ul style="list-style-type: none"> - Writing gap with national closes and eventually is in line

	<ul style="list-style-type: none"> - Children make good or accelerated progress from their starting points
To make accelerated progress in Maths from their starting points	<ul style="list-style-type: none"> - Maths gap with national closes and eventually is in line - Children make good or accelerated progress from their starting points

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: £25,000

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.	1,2,3
Catch up teacher (£15,000)	Qualified teacher to support children in class time and through targeted interventions in the Spring and summer terms. (money from pupil premium, recovery premium)	1,2,3,4
Staff CPD (£4,000)	<p>CPD following EEF principles and research done in school.</p> <p>INSET day on communication and oracy followed up by staff meetings.</p> <p>Staff attending course and disseminating this through staff meeting and year group time. E.G – voice 21 project, Maths hub training, reading LA training, EYFS reading training.</p>	1,2,3,4,5

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

Budgeted cost: £128,332

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one support and group intervention with both TA and teachers across KS1 (TA support £48,816, senior leader support £3,000, Total £51,816)	Intervention that is timely supports to close gaps for children and to accelerate their progress so they can get nearer to their peers. We use senior leaders and teachers to provide intervention across the school.	1,2,3, 4
Additional TA in Nursery and Reception classes to support acquisition of language and to support running NELI program (£76,516)	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. Extra TA allows children to be worked with on a one to one basis and support where children miss out on this at home. 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. 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.	1,2,3,4

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	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.	5, 6

the bagels and staff support to get bagels ready daily £800 total £2133)	Maslow's hierarchy of need shows food is essential for all humans.	
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 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: £ 162,465

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 2020 to 2021 academic year.

National and local lockdowns due to Covid have had an impact on all our children, especially the pupil premium children.

Measures to minimise covid impact were taken, below is some of them we did

- *Opening up spaces in school during lockdown for disadvantaged children*
- *Regular check-ins with dis-advantaged if they were home schooling*
- *Intervention to support catch up across all areas*

Teacher assessment internally showed that in 2021:

42% of disadvantaged children achieved GLD in their reception year

In year 2

Reading 40% expected and 11% greater depth

Writing 34% expected 6% greater depth

Maths 49% and 0% greater depth

Phonics year 1 – 56% passed (this cohort, now our year 2, will be assessed again in December 2021)

Phonics year 2 – 77% achieved the score of 32 or above

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 Oracey program	Voice 21
Maths Mastery	NCTEM maths hub

