

# 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	306 inc nursery as of 3.9.2024
Proportion (%) of pupil premium eligible pupils	18.9%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	23.9.2024
Date on which it will be reviewed	15.7.2024
Statement authorised by	Governors via resource committee
Pupil premium lead	Libby Smith
Governor / Trustee lead	Emma Harrop

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100640
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£100640

# 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 choices, 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
- Support from a TA in EYFS and a TA in KS1, who are training to be ELSA and will support children emotionally
- 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 many areas of development
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 and/ or attendance issues
7	EAL and new international arrivals with low spoken English levels and low levels of understating at first
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: £ 20,000

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.	2,3,4,7
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, Rosenshine	1,2,3,4,5,6,7

	walkthrough training, trauma informed practise training	
2 TAs (1 TA2 and 1 TA3) who are trained as ELSAs (10000)	Two members of staff will be trained this academic year and will provide support for children as an Emotional Literacy support assistants (ELSA). Help children who are not ready for learning, come in with emotional issues, attendance issues.	4,5,6

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

Budgeted cost: £ 129,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistants to support in classes 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 targeted support (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 TAs 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</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>	1,2,3,4,5,6,7

(£76,000)	<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> <p>TA used for quality interaction in classes during the Autumn term and then to support running Welcomm language intervention. NELI can also be ran, if needed, later in academic year.</p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 16217

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance for disadvantaged to be addressed and improved (£7000)	<p>Attendance officer time to look at and evaluate attendance according to different groups over each half term periods</p> <p>Education Welfare Officer (EWO) support when needed for advice and for panel meetings</p> <p>Attendance for PP children has been good and we wish to maintain this</p>	4, 6
Happy Lunchtime midday supervisors and replacing resources for activities (£2000)	<p>Children keeping busy at lunchtimes makes for a happier atmosphere, less accidents and supports physical wellbeing which supports being ready for school</p> <p>Promotes sharing and taking turns</p>	5,6,7
Supporting cost of trips (£7217)	<p>Building children's cultural capital.</p> <p>Supporting parents in current cost of living crisis.</p>	8

**Total budgeted cost: £ 165,217**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Reception Data

45% of disadvantaged children achieved Good Level of Development (GLD) in their reception year. Over the academic year 2023-2024 we have had 15 children leave of which 6 were pupil premium and 24 new children start of which 8 were pupil premium.

#### Year 2 data this includes year 2 children who are in our Designated Specialist Provision (DSP)

Yr2 end of year data 2023-2024	Reading	Writing	Maths
All	75% expected 20% GD	70% expected 13% GD	77% expected 13% GD
PP	65% expected 8% GD	54% expected 4% GD	80% expected 12% GD

In year 2 we had 10 children leave of which 3 were pupil premium over the academic year and 10 new children start with us of which 3 were pupil premium.

#### Phonics data

	All	PP
Yr1 pass including DSP	86%	63%
Yr2 pass including DSP	87%	74%

Through our monitoring which includes looking at 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 used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Wellcomm Language intervention	Wellcomm
Leicester Oracy program	Voice 21
Maths Mastery	National Centre for Excellence in the Teaching of Mathematics (NCETM) maths hub