

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 | Raunds Park Infant School |
| Number of pupils in school | 160 |
| Proportion (%) of pupil premium eligible pupils | 13% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2023 This is part of our three year plan running from 2021- 2024 |
| Date this statement was published | Nov 22 |
| Date on which it will be reviewed | Nov 23 |
| Statement authorised by | Lisa Jeffery |
| Pupil premium lead | Lisa Jeffery |
| Governor / Trustee lead | Hannah Rickaby |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £25716 |
| Recovery premium funding allocation this academic year | £2320 |
| 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 | £28036 |

Part A: Pupil premium strategy plan

Statement of intent

- To improve reading outcomes for disadvantaged children as historically the data is lower nationally and within school for these children. Reading is proven to help level up outcomes for disadvantaged children, and a child who can not read will face more challenges if this continues into their adult life.
- To develop prime areas in EYFS as children are starting with lower baseline scores than previously. These prime areas are the foundations for successful learning for young children and need to be secure before they can effectively access the specific areas of learning within the EYFS framework. An area of particular need is speech and language.
- To improve attendance of PP children so that it is inline with non-PP children. Last year the PP children's attendance was lower than non-PP. We know that if children are not in school they are missing teaching and learning.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Children may have fewer books at home and not be exposed to a book rich environment at home |
| 2 | Children may have fewer opportunities to read regularly to an adult at home (this is backed up by data analysis from within school) |
| 3 | Children attend school less regularly than non-disadvantaged children |
| 4 | PP children may have fewer opportunities for extra-curricular activities due to less available income or difficulty accessing activities in a rural town |
| 5 | Some disadvantaged children (in line with the whole cohort) are experiencing delay in speech and language development |

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 ensure PP children are given targeted support to help them meet expectations in reading, or to make better than expected progress | The school can evidence the support given to PP children in reading and that this has made a positive impact in terms of progress (statistical data on outcomes needs to be used with care as numbers in cohorts can be very low) |
| To increase parents understanding of the importance of reading, and how they can effectively help their child with reading at home | The school can evidence how they have promoted reading in general and what focused support has been given to PP families to support reading at home |
| To improve the attendance and punctuality of PP children | The attendance of PP and non PP children is comparable and the school can evidence how they have worked with families to improve attendance and punctuality |
| To support the speech and language development of disadvantaged children | Speech is inline with developmental norms and not impacted on attainment and progress |

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: £0

This support is allocated through quality first teaching within the school and a change in the schools approach to teaching reading and particularly phonics.

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Increase in the amount of reading children participate in school. This includes reading a wider genre of books and books being embedded in all curriculum areas. | The school has aligned its approach for the teaching of reading in line with the Reading Framework released in 2021 and the Ofsted framework. The Ofsted framework stresses that early reading is of utmost importance and must be prioritised. | 1 and 2 |
| High quality teaching of phonics across school, including interventions. | Consistent high quality phonics teaching supports children to learn to read and decode effectively. | 1 and 2 |

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

Budgeted cost: £21536

This is the equivalent of 1 full time TA and 2 sessions of specific interventions from another member of support staff. This also includes payment for funded tutor sessions for 9 children at a cost of £900 from PP funding.

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Increased opportunities for children to read at school – both through targeted questioning in school and increased reading time with an adult | Children who read less often at home will need to read more often in school to compensate for this. | 1 and 2 |

| | | |
|--|--|---------|
| Phonic catch up support | Children need to be able to decode well to be fluent readers | 1 and 2 |
| Focused additional support for speech and language | Poor speech and language is a barrier to successful learning especially in early years | 5 |

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

Budgeted cost: £ 6500

This includes monitoring and attendance support (£1500), payments for breakfast and after school clubs (£3000) and support for clubs and uniform (£2000)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| Close monitoring of attendance of all children and analysis of PP children as a cohort. Individualised support to help families where attendance is an issue. Consideration given to providing clubs before school or paid for breakfast club to support this | Good attendance is critical to children making good progress in school. It is also important to their well-being and feeling of being part of the school. | 3 |
| Ensure PP children are encouraged to participate in extra-curricular activities within school | The Ofsted framework highlights the importance of all children having access to a range of enrichment experiences. These give children a wider outlook on life, and may identify a passion or talent they have. | 4 |
| Financial support for parents to cover ad hoc items such as uniform, and other miscellaneous expenses | Children who do not have the correct uniform feel less part of the school and can feel excluded and different. | 4 |

Total budgeted cost: £28036

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.

All of our data measures need to be used with care as our numbers in each cohort are low. In Year 2 there were 6 children out of 50 who were disadvantaged.

Our focus on reading is making a difference as 67% PP children achieved age related expectations compared to 65% of non PP children. However fewer PP children made the expected progress compared to non PP showing this still needs to be a focus.

In all other areas there is still an attainment gap between PP and non PP children. This is particularly large in phonics so this remains a key focus. This will be a focus for the use of the tutoring funding.

In attendance there is a small gap between the attendance of PP children and non PP. This year we have a member of staff with hours allocated for pastoral support so this will be a focus here.

We supported 4 disadvantaged children by paying for them to attend breakfast club and afterschool club. This helped their personal and social development and attendance in school.

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 |
|-----------|--------------------------------|
| Mentoring | Northampton Town Football Club |
| | |

Further information (optional)

Our school development priorities are all linked to improving the quality of education focusing on three areas – challenge, consistency in the teaching of writing and mastery in maths. These development area will lead to increased outcomes for all children and will help level up outcomes for disadvantaged children.