

Pupil premium strategy statement – Raunds Park 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	163
Proportion (%) of pupil premium eligible pupils	FSM–£18915 Service–£670 PLAC–£2530
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024
Date this statement was published	December
Date on which it will be reviewed	April 2024
Statement authorised by	Mark Currell
Pupil premium lead	Mark Currell
Governor / Trustee lead	Julie Barke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	FSM–£18915 (count =15) Service–£670 (count =1) PLAC–£2530 (count =5) £31,798
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>	£5,912
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£37,710

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding we understand it is important to consider the context of the school and the subsequent challenges faced.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school and that they make good teaching and learning decision in line with children, Nene Education Trust and that also based on effective research.

School Context

Raunds Park Infant School is a happy, successful and busy Infant school where we are all passionate about raising expectations and aspirations. As a school, we pride ourselves on placing children at the centre of all we do, focusing on their academic and personal development and reaching their potential in both.

We are incredibly proud of our caring and thoughtful children and also of our wonderful, dedicated staff who provide a learning environment and school ethos in which children can flourish and develop an enthusiasm for life-long learning. As a school, we pride ourselves on high levels of pupil academic achievement because this is a school where achievement and endeavour in all areas are acknowledged and celebrated.

We are a small school with only 6 classes, ranging from age 4 to 7 (EYFS to Year 2). Our environment is small and caring; our staff work hard to ensure children love school and develop a lifelong love for learning.

On 1st June 2019, we converted to an academy and are proud to have joined Nene Education Trust.

The vast majority of the children are of White British heritage and very few children speak English as an additional language. The proportion of pupils who receive PP is in line with national averages and pupils with SEND is just above national average.

Ultimate objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and therefore be well prepared for secondary education.

Achieving these objectives

- All our work with our pupil premium children will be aimed at accelerating progress and moving children to at least age-related expectations
- Small group additional learning support

- Greater clarity around subject leader expectations enabling a more impactful monitoring and evaluating cycle
- Curriculum scheme purchased to support with sequencing of curriculum across the whole school
- Maths scheme of work brought in to sharpen our consistency in the classroom and to accelerate progress
- Additional numeracy, literacy and wellbeing interventions delivered by Northampton Town Football Club mentor program
- Use of specialist support from within the trust in relation to Maths, Safeguarding, SEND and Mental Health and Wellbeing
- Raising importance of emotional, social and physical wellbeing amongst our children through emotional, behavioural and wellbeing support through our WWW curriculum
- Developing wellbeing for the children through PE lessons by subscribing to Real PE to deliver effective and engaging PE lessons
- Extending provision by creating extra-curricular clubs using school staff and additional agencies.
- Payment support for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom
- Provide creative opportunities to allow the children to sing in a choir as part of our collective worship programme and as part of our whole child project working with Silhouette Youth Theatre
- Provide creative opportunities to allow the children to dance and act as part of our whole child project working with Silhouette Youth Theatre
- This list will change according to the needs and support our socially disadvantaged pupils require

Challenges

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

Challenge number	Detail of challenge
1	Phonics and Reading support – weak language and communication skills
2	Learning gaps in Maths - children have gaps in their knowledge
3	SEND support – Quality First Teaching
4	Punctuality / Attendance – lack of clarity around attendance expectations
5	Family support/funds– money available to support those families with trips, visits, uniforms and opportunities

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
1 – Improved Phonics and Reading consistency across the school setting, leading to better outcomes	<p>Work with the English Hub and English leads across the trust</p> <p>Ensure all staff have received phonics support to deliver scheme</p> <p>Disadvantage children achieve in line with or above national average expected standards in PSC</p> <p>Disadvantaged children achieve in line with or above national average progress scores in KS1 Reading</p>
2 – Improved Maths consistency across the school setting, leading to better outcomes	<p>Work with the Maths Hub and Maths leads across the trust</p> <p>Maths scheme of work shared across whole school setting</p> <p>Ensure all staff have received Maths support to deliver scheme</p> <p>Disadvantaged children achieve in line with or above national average progress scores in KS1 Maths</p>
3 – Improved offer for SEND children across the school setting, leading to better outcomes	<p>Employment of specialist SENCo</p> <p>SEND children achieve in line with or above national average progress scores in KS1 RWM</p>
4 – Improved punctuality and attendance by removal of ongoing legacy issues. Attendance figures are currently good for disadvantaged children and we would like to maintain this.	<p>Ensure attendance of our disadvantaged children is in line with non-disadvantaged</p> <p>Punctuality is monitored and a range of strategies put in place to support children</p>
5 – Opportunities to provide greater family support both within and outside of the classroom	<p>All enrichment will be linked to curriculum that they are studying and payment support will be available</p> <p>Every child has the right to be part of creative subjects (music, dance, drama, singing)</p> <p>We encourage extra-curricular clubs</p> <p>Ongoing, regular, clear and concise communication with families</p> <p>Opportunities to provide our families with uniform throughout the year.</p>

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: £16,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD - Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils £500	<p>We are part of the Nene Education Trust which also allows greater access to effective CPD across the whole trust. All staff to lead effectively are given release time termly to monitor and evaluate their subject delivery across the whole school.</p> <p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high-quality curriculum materials or investment in the use of standardised assessments.</p> <ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit summarises the best available evidence on a variety of teaching and learning approaches, explaining their average impact, cost, and key considerations when putting them into practice. • EEF guidance reports offer evidence-informed recommendations on how schools can improve practice across a range of areas such as literacy, maths, science, and teacher feedback. Cognitive science approaches offer principles that hold promise for improving the quality of teaching. • EEF Cognitive Science in the Classroom: A Review of the Evidence provides an accessible summary. <p>Evidence Based Education's Great Teaching Toolkit summarises high quality evidence on improving teacher effectiveness.</p>	12345
Phonics and Reading - Improved Phonics and	Purchased resources for the Little Wandle Scheme	1

<p>Reading consistency across the school</p> <p>£12,000</p>	<p>Due to disadvantaged background children are unlikely to have the breadth of vocabulary, knowledge and skills required that non-disadvantaged children have. In KS1 children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</p> <ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit summarises the evidence on potential approaches that schools might choose as a focus for professional development. • EEF Effective Professional Development guidance report can support you in selecting, designing, and delivering meaningful professional development opportunities. <p>EEF accompanying support tools drill further into the detail, exploring what a balanced approach to professional development could look like, and more.</p>	
<p>Maths - Maths intervention programme</p> <p>£1500</p>	<p>Timely and appropriate interventions can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.</p> <p>Interventions can also help pupils to build resilience. Research by the Education Endowment Foundation (EEF) and National Foundation for Educational Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that interventions offers a safe space to talk about concepts they have struggled with in the classroom.</p> <p>Clear, positive and encouraging communication between tutors, staff and pupils is also important. Research into affordable primary tuition found that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective</p>	<p>2</p>

	when there was good communication between the tutor and school staff and between the tutor and pupil.	
Maths - Maths scheme of work shared across the school £1880 White Rose £120	Maths mastery is a teaching and learning approach that aims for pupils to develop deep understanding of maths rather than just being able to memorise key procedures White Rose scheme	2
Foundation Subjects - Curriculum scheme of work reviewed and led specifically for the children in our care. £475 (Cornerstones)	Whole school curriculum aims for pupils to develop deep understanding of subjects rather than just being able to memorise key information. The planning is well sequenced and built using up to date research.	1 2 3 4 5

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

Budgeted cost: £18,846

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEN & Pastoral - SENCO / FSW release time £6.669	Disadvantaged children also have range of SEND / learning difficulties requiring higher levels of support (EHCP / CP) Less frequent behaviour difficulties meaning PP pupils are less likely to have negative impacts on their academic progress. The additional teaching staff sees progress accelerated in KS2	1 2 4
Interventions - One to one, small group or peer academic tuition £500	Intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons. Peer tutoring involves pupils working in pairs or small groups to provide each other with explicit teaching support. We think carefully about how we implement interventions, including how we will assess learning gaps, select curriculum content, prepare staff to deliver sessions, and monitor their impact. <ul style="list-style-type: none"> EEF Teaching and Learning Toolkit has strands that summarise the evidence 	1 2 4

	<p>underpinning one to one tuition and small group tuition.</p> <p>EEF Making a Difference with Effective Tutoring guide provides advice on implementing tuition in schools.</p>	
<p>Interventions - Targeted interventions to support language development, literacy and numeracy</p> <p>Interventions - Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEMH</p> <p>£11,552</p>	<p>Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum.</p> <ul style="list-style-type: none"> • EEF Selecting Interventions tool offers evidence-informed advice to help you select an appropriate programme. <p>EEF have dedicated web pages on effective approaches to supporting literacy and numeracy.</p>	1 2 4
<p>Learning outside of the classroom – picture news</p> <p>Technology and other resources to support high quality teaching and learning - for example, software to support diagnostic assessment</p> <p>£125</p>	<p>To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged students, and use technology in a way that is informed by effective pedagogy.</p> <ul style="list-style-type: none"> • EEF Using Digital Technology to Improve Learning guidance report offers evidence-informed recommendations and practical examples around how to use technology to improve teaching and learning. <p>EEF Remote Learning: Rapid Evidence Assessment gives an overview of the evidence underpinning strategies to support remote learning.</p>	2

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

Budgeted cost: **£3,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunities to provide greater family support both within and outside of the classroom	Extracurricular activities, including sports, outdoor activities, and arts and culture - for example, music lessons and school trips	

<p>All enrichment will be linked to curriculum that they are studying and payment support will be available</p> <p>Every child has the right to be part of creative subjects (music, dance, drama, singing)</p> <p>We encourage extra-curricular clubs</p> <p>Ongoing, regular, clear and concise communication with families</p> <p>Opportunities to provide our families with uniform throughout the year.</p> <p>£3.000</p>	<p>Extracurricular activities are an important part of education in their own right.</p> <p>These approaches may increase engagement in learning and we will consider how increased engagement will be translated into improved outcomes.</p> <p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools.</p> <p>£200 per person</p>	
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Total budgeted cost: £38,321 (overspend of £611)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. To ensure PP children are given targeted support to help them meet expectations in reading, or to make better than expected progress

	Below national	In line	Above national
EYFS – 62%	X		
Phonics Y1 – 75%		X	
Phonics Y2 – 91%		X	
KS1 Reading - 77%		X	
KS1 Writing – 64%	X		
KS1 Maths – 81%			X

The data from the previous year shows that Raunds Park reading outcomes were in line with national. This shows an improvement from previous years. Year 1 phonics showed a very pleasing increase to become in line with national data. In the previous framework, no money was actually allocated to this aspect-so progress/value for money is excellent.

- Year 2 data (12 children) for PP show:
- Reading 41% at expected
- Writing 33% at expected
- Maths 50% at expected

Current data for the school PP:

- Year 2 data (8 children) for PP show:
- Reading 38%% at expected
- Writing 75% at expected
- Maths 75% at expected
- Year 1 data (6 children) for PP show:
- Reading 50% at expected
- Writing 50% at expected
- Maths 50% at expected

2. To increase parents understanding of the importance of reading, and how they can effectively help their child with reading at home

This target is difficult to quantify. Parents feedback on questionnaires and surveys show that they are confident in supporting their children at home. Communication with home is good and the importance of reading at home is a constant message

on newsletters and guidance. Rewards for reading are used well to support the reading at home.

3. To improve the attendance and punctuality of PP children.
PP attendance was 92.11% Whole school attendance 93.66%
4. To support the speech and language development of disadvantaged children
There was a specific TA employed across the school to work with the S&L pupils. This showed great impact across the year and the school was praised by Ofsted and the Speech and Language Therapist for the work done and the progress made. Although the S&L TA has moved on the role has been reallocated to ensure that this vital work continues into the this new academic year.

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

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

