

Pupil premium strategy statement – Rednal Hill Infant School



This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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
Number of pupils in school	255
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Anna Pendleton
Pupil premium lead	Anna Pendleton Bonnie Payne
Governor / Trustee lead	Isabel Yu

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,145
Recovery premium funding allocation this academic year	£17,400
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	£190,545

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to maximise academic progress for each disadvantaged child in our school.

In order to achieve this aim, we need to look beyond the immediate learning barriers a child may experience in order to understand their broader, lived experience. Therefore, this plan aims to support good attendance and effective parent partnerships as well as forming a significant part of our drive to promote children's well-being and self-belief in order that our young children are more able to self-regulate and then can develop meta-cognition. By promoting good learning behaviour, we can better ensure children access our broad curriculum and develop the basic knowledge and skills they need to succeed. Covid-19 has impacted our young children not just in terms of missed learning, but also in terms of physical and mental health and missed early childhood experiences, and maximising progress is now more vital than ever.

We know our children and their needs, and we plan the use of PP funding carefully to maximise its impact. The key challenges outlined below form the basis of our rationale. This thinking and the allocation of funding is backed up by national research. The Education Endowment Fund (EEF) confirms that small group work based on collaboration and feedback and focusing on key numeracy and literacy skills (especially phonics and comprehension) is a proven strategy. Pre-tutoring and same day or next day catch up is planned and delivered in line with well-established and current pedagogy. Quality first teaching within a purposeful and broad curriculum also ensures subjects such as art are used as a vehicle to drive pupil engagement and application of skills. Our Enquiry Learning approach in KS1 facilitates the deepening of knowledge alongside retrieval of key facts. Our curriculum is constructed to prioritise language and active learning. Speech and language scaffolding is embedded in all subjects and especially in targeted interventions. Active learning ranges from participation in purposeful, coherent learning sequences through to use of the daily track, Forest School and outdoor learning.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language skills which are a barrier to accessing the curriculum
2	Poor basic literacy skills compared to their peers
3	Poor basic numeracy skills compared to their peers
4	Poor self-regulation and meta cognition strategies compared to their peers
5	A narrower set of life experiences compared to their peers
6	Lower attendance on the whole than non-pupil premium children

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.Children are able to communicate effectively with a broad age appropriate vocabulary	Children's speech and language skills do not hinder them accessing the curriculum in an age appropriate way
2.Children read at age related expectations and are able to write a paragraph in a range of genres by end of KS1	ARE in English at 2023 national level for disadvantaged children
3. Children use the 4 operations and apply this to a range of strands	ARE in maths at 2023 national level for disadvantaged children
4.Children are ready to learn and are self-confident	Self-regulation and metacognition is evident across the school
5.Children demonstrate Improved cultural capital	Children have an improved understanding of citizenship and the opportunities within the wider world
6. Pupil Premium children attend school more regularly	Persistent absenteeism falls for Pupil Premium children

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: £9,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Lead to continue to ensure the learning environment in all classes, across the curriculum is accessible for children with the barriers our disadvantaged children present with. Practical resources, relevant drivers and a focus on collaboration will be seen. Retrieval and interleaving to be embedded across the curriculum and ensure disadvantaged children know more and remember more.</p>	<p>EEF research concludes that alongside a deep knowledge of our children and the barriers they face, the opportunities to revisit and discuss prior learning in a range of situations is invaluable. It allows children to cement their learning and develop more efficient strategies when tackling subsequent challenges. Small group sessions give more reluctant learners opportunities to share their ideas and to listen and act on feedback. This also promotes a positive approach to learning where children feel increasingly successful.</p>	1,2,3,4

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

Budgeted cost: £151,042

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Summer term intervention planned to ensure disadvantaged children on the cusp of reaching the expected standard are supported to achieve ARE.</p>	<p>Experienced, qualified teacher to work in core subjects to target specific children as identified by Pupil Progress Meetings and in house tracking in Spring term. This is a tried and tested in school approach using familiar adults who know our children and our approach to learning. The methods used are small group based, with time to talk, and collaborate with others in a secure space with raised expectations, tightly tied in to ongoing class objectives.</p>	1,2,3,4,5
<p>Assistant Headteacher leads interventions 2 times a week to support self-regulation and</p>	<p>AHT to work 2 days per week with disadvantaged children whose progress is being hampered by their lack of self-regulation or emotional needs. Objectives are allied to the rest of the curriculum but personal to each child and</p>	2,3,4,5

<p>promote readiness to learn</p>	<p>achieved through collaborative challenges, often based outdoors and using practical resources.</p> <p>AHT also leads restorative conversations with key children, giving them time to develop metacognition and their own self-regulation strategies. This enables children to return to their class based learning more quickly and to develop independence and a readiness to learn.</p>	
<p>Wellcomm is used across EYFS and Year One to access language development and to target support where it is most effective.</p> <p>Teachers and TAs to continue to upskill themselves to support speech and language needs and deliver targeted support both in class and to small groups/1-1 sessions across the school. This work is carefully planned with phonics teaching to maximise impact.</p> <p>A Speech and Language Therapist (SALT) provides CPD and targeted delivery to pupils.</p>	<p>Oral language interventions are proven to be highly effective in terms of improving children's pace of progress (EEF). As a school we know from previous work that our children need consistent and long-term speech and language support. Our curriculum is designed alongside this targeted support to maximise opportunities to build communication and language skills.</p> <p>All children in EYFS are screened when they enter school and are rag-rated against their age expectations. Analysis leads to SALT referrals and targeted support within the environment, led by experienced and trained TAs. Target children are rescreened and provision adapted as a result. The success criteria is for the vast majority of children to be at the expected language acquisition level for their age. Balance System has also been introduced alongside our in-house offer.</p>	<p>1 2</p>
<p>Experienced TAs in every class and Sports Coach (all partially funded by PP), with a holistic approach, to provide targeted support to disadvantaged children. The strategies used range from individual pre-tutoring, same day catch up and additional reading/phonics sessions through to team teaching in class and small group work.</p>	<p>EEF research concludes that giving children time to process instructions, pre-tutoring and retrieval of key facts in a small group setting encourages rapid progress. Our experienced staff have the confidence and skills to model metacognition skills, to adapt teaching points to be more practical and to use physical activity to motivate pupils and clarify key learning. Good attachment and consistently high expectations encourages collaboration and raises self-belief. This targeted work is planned within the whole class learning objectives and ensures small group work is fed back into whole class learning.</p> <p>Specific interventions- across the school our SALT assesses children with identified need children and these specific targets are actioned in 1-1 sessions at least 3 times a week by the same experienced TA. These targets are reviewed fortnightly within the year group and reassessed with SALT termly.</p> <p>Across the school the lowest 20% of readers are targeted 3 or more times a week in a small group intervention, with a consistent, experienced TA. Progress is measured every 3 weeks using the whole school Little Wandle phonics programme. 'Keep up' phonics intervention happens 3 times a week in KS1. Within this targeted group, children who do not read at home also receive 1-1 'home reading' time at least twice a week.</p> <p>In Year One, daily writing intervention sessions (1 to 3/ 4) provide tailored, targeted support to narrow attainment</p>	<p>1 2 3 4</p>

	<p>gaps through retrieval and overlearning. Progress is measured formatively each week by the TA leading the sessions and half termly by classteachers and phase lead to reshape provision.</p> <p>Across the school, TAs have specific PP groups which they target throughout each day. This focus ranges from specific same day catch up through to nurture groups to settle and re-orientate children to develop effective learning behaviours. These interventions are measured in class data analysis as well as formatively and in reduced incidents of dysregulation.</p> <p>In EYFS Wellcomm screening is followed up by individualised support 3 times a week. EYFS Phonics 'keep up' interventions are held 3 times a week as a minimum.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,493

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A systematic approach to attendance will be sustained by Senior Office Manager, with a particular focus on disadvantaged children and their families, and persistent absentees.</p>	<p>Unless children are in school they cannot access the curriculum so attendance is key. Our aim is to empathise, listen but never tolerate low attendance. Hard to reach families may have complex needs and require long-term support based on positive relationships and partnership with school. First day absence actions are key, as are Early Help offers and a consistent approach. Families often need support to prioritise attendance in amongst other barriers. Persistent Absenteeism is more of a priority than ever and requires a whole team approach, led by SLT, and falls within our Early Help offer.</p> <p>The attendance lead tracks attendance using a rag rated system, which is reviewed weekly. Children whose attendance stagnates for more than a half term are put onto a more individual, case study approach and a member of SLT is allocated to support the child's attendance through our Early Help offer. This may include attendance meetings, Family Support or School Nurse referrals, nurture sessions for the child and support in class. Where necessary, concerns are escalated to agencies such as The Birmingham Children's Trust.</p> <p>Improved attendance is celebrated with weekly attendance stickers and half termly certificates as a clear signal to children and families that attendance has improved.</p>	<p>All as if they are not in school they cannot benefit from our curriculum</p>

<p>Play therapist to work with children on a 1-1 basis to reduce their barriers to learning and to develop self-regulation and self-belief.</p>	<p>Some children need specific support to access learning. Play therapy allows a child time to play and work through how they feel about a situation, or about themselves. Feedback from these sessions allows the teacher to plan more effectively for the child and to build positive relationships with them- thereby helping the child to 'be ready to learn'.</p> <p>Children are selected by our Inclusion Manager, in partnership with staff and families. Progress is ultimately measured by levels of wellbeing and involvement in learning and at home for a more subjective approach.</p>	<p>4</p>
<p>Weekly Chess Club to challenge more able disadvantaged children and to promote higher order thinking skills and weekly After School Sports Clubs which prioritise places for disadvantaged children.</p>	<p>Active learning is a focus as it motivates learners, triggers cross-curricular links and often involves collaboration (EEF).</p> <p>Higher order thinking creates opportunities for working at Greater Depth and provides challenge. Both these strategies have proved popular and effective in the past, and both raise self-esteem and promote self-confidence and independence.</p>	<p>5</p>
<p>Disadvantaged children to be supported financially to access educational visits in order to broaden their experiences and knowledge of the world.</p>	<p>By broadening a child's experiences and providing memorable learning we motivate children to be the very best they can be as well as triggering cross curricular links and raising expectations.</p> <p>Attendance targets are also linked to this approach</p>	<p>1 5</p>
<p>Miscellaneous approaches such as occasional resources (e.g. on school values) to facilitate individuals accessing the curriculum. The provision of book bags, PE kit, bus passes, uniform or school shoes are sometimes facilitated by PP funds.</p>	<p>Evaluation of individual situations to alleviate need, reduce barriers to learning and to engage children and their families in school is an established way of supporting children to be ready to learn. It also raises children's self-esteem and ensures every child has what they need to learn.</p>	<p>All- as these strategies are aimed at ensuring child are ready for their day in school</p>

Total budgeted cost: £190,545

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

2022-2023 outcomes

The school GLD rose in 2023 to within 5% of national figures, despite our children's very low starting point. Less disadvantaged children achieve GLD (10 percentage point difference between disadvantaged and non-disadvantaged children) overall, but our disadvantaged girls performed significantly better at GLD than disadvantaged girls nationally (63% as opposed to 60% nationally). Our disadvantaged boys are within a percentage point of disadvantaged boys nationally.

Progress across all groups is strong in EYFS. More disadvantaged children continue to make accelerated progress when compared to non-disadvantaged children and this is reflected in the GLD figures. Our focus areas were Physical Development, Personal and Social Development and Literacy- progress was stronger in these areas when compared to school baselines and last year's data.

Phonics Screening Check data is strong- overall at 85%, 6 percentage point above national. Disadvantaged children significantly out-perform those nationally (76.9% vs 67.3%). There is an in-house gap of 5.2 percentage points between the two groups which we continue to focus on. Progress against starting points in phonics is extremely strong. Few children are clustered around the pass mark, most are well above. SEND progress is impressive against individual starting points.

End of KS1 2023 data is slightly lower than the previous year when compared with national and our own data. There continues to be an in-house gap between disadvantaged and non-disadvantaged children which is reflected in national trends. This continues to be a focus in school.

Maths remains significantly above national both overall and for disadvantaged and non-disadvantaged children. At the expected standard our disadvantaged boys and girls were 15 percentage points above the national figures.

In Reading the gap between disadvantaged and non-disadvantaged children has been minimised and can be linked to the strong progress the school has made in phonics over recent years. Our disadvantaged children performed significantly better than the national group.

Although our Writing scores dipped below national overall, disadvantaged children performed nearly 4 percentage points above the same group nationally.

In all 3 subjects the children receiving targeted, funded intervention made more accelerated progress against their own starting points and over 65% of those targeted achieved the expected standard at the end of KS1.

Our school data is above the LA data for disadvantaged children in all 3 areas.

Persistent absence for disadvantaged children continues to be a focus. Our diligent and personalised approach resulted in improvements overall. At the end of the year our overall PA was approximately 12% which compares favourably to similar schools nationally. The vast majority of these children are disadvantaged. We are yet to receive the national disadvantaged data to compare our in-house data.

Overall attendance was in line/slightly above with national at 94.5% overall (national was 94%) as of June 2023.

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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
N/A	