

Pupil Premium Strategy Statement



Audley Infant School

2024-2025

(Part of the 3-year strategy- 2024-25, 2025-25, 2026-27)

Pupil Premium Lead- *Miss A Matlub*

Audley Infant School, Queen's Park Road, Blackburn, BB11SE

School Overview

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding this academic year and the outcomes for disadvantaged pupils last academic year.

| Detail (2024-2025) | Data |
|---|--|
| School name | Audley Infant School |
| Number of pupils in school | 261 (<i>not including nursery</i>) 291 (<i>including nursery</i>) |
| Proportion (%) of pupil premium eligible pupils | 34 pupils (40 pupils on SIMS-13.75%) Jan 25 |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2024-2025 2025-2026 2026-2027 |
| The date this statement was published. | December 31 st 2024 |
| The date on which it will be reviewed | December 31 st 2025 |
| Statement authorised by | Mrs Helen Nelson |
| Pupil Premium Lead | Miss Amina Matlub |
| Governor / Trustee lead | Mrs Janet Cooper |

Funding overview

| Data (2024-25) | Amount |
|---|--|
| Pupil premium funding allocation this academic year | £63,640 (43 pupils) - funded £50,320 (34 pupils) - no of pupils |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £63,640 £50,320 |

Part A: Pupil premium strategy plan

Statement of intent (2024-2027)

What are our ultimate objectives for disadvantaged pupils?

- For all disadvantaged pupils to meet or exceed the expected standard for their year group in Reading, Writing and Maths. By the end of Year 2, these pupils will be ready for KS2.
- To close the gap between disadvantaged and non-disadvantaged pupils in core and foundation subjects over the next three years.
- To inspire a love of learning and exploration by providing enrichment opportunities for our disadvantaged pupils, thus raising their aspirations.
- To raise the engagement of pupils and families, therefore raising standards in behaviour, attitudes and attainment.

How does the current Pupil Premium Strategy Plan work towards achieving those objectives?

- The funding of a Pupil Well-being Co-ordinator is supplemented, enabling them to play a pivotal role in building, maintaining and driving forward positive relationships with families.
- There is a clear focus on the holistic individual with funding supporting additional opportunities such as after-school clubs.
- A range of resources are provided to support both the development of a love of reading, as well as learning in the home environment.
- We provide the means for there to be clear communication with families, as well as the offering of support as and when needed.
- An increased emphasis is placed on targeted, 1:1 support to ensure children can reach at least the expected standard in their areas of learning. The initial focus will be on the core areas and Communication and Language.
- Staff receive CPD to ensure a consistent approach to developing and supporting the teaching of the curriculum. Additionally, members of the senior leadership team attend additional courses that support teaching and share with the team to embed and sustain impact.

What are the key principles of the strategy plan?

Audley Infant School is committed to ensuring that *every* member of the school family reaches their full potential in a happy, caring and safe environment. We strive to make *each* individual feel valued, included and respected. We aim to challenge everyone so that they can achieve their full potential in a fun and positive environment, and have confidence in their ability to lead a successful life in the future.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Low language level on entry to school. |
| 2 | Low general attainment in RWM on entry to school. |
| 3 | A high percentage of persistent PP absence |
| 4 | Lack of parent engagement/ involvement |
| 5 | Lack of confidence/ managing feelings safely |

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 |
|---|---|
| <i>Priority 1-</i> to support families to ensure children are attending school regularly. | <ul style="list-style-type: none"> ▪ PWC supports families of pupils with persistent absence and pastoral concerns. ▪ PWC to create strong relationships with families to support the most vulnerable families. ▪ PWC implements the attendance policy and ensures protocols and procedures are followed. ▪ PwC works closely with the LA inclusion team to improve persistent absence. ▪ PP Lead supports PWC in engaging with the most vulnerable families. ▪ Teachers are the first point of contact for families where children are not attending regularly to strengthen the relationship with the most vulnerable families. |
| <i>Priority 2-</i> Support the Mental Health & Well-being of pupils by having robust and sustainable support in place | <ul style="list-style-type: none"> ▪ CIOC Lead to attend relevant training to support vulnerable children. ▪ TLA3 to attend ELSA refresher training. ▪ TLA3 to lead ELSA intervention. ▪ CTs to lead Jigsaw PSHE lessons weekly ▪ CTs to continue to establish strong links with parents giving them the support where required. ▪ Liaise with the BWD mental health support team, where necessary. |

| | |
|---|---|
| | <ul style="list-style-type: none"> ▪ Liaise with the school nurse to support the medical well-being of vulnerable pupils and families. |
| <p><i>Priority 3-</i> Raise the attainment of PP pupils in Maths, Reading and Writing for vulnerable pupils so that they are in line or better than the national level.</p> | <ul style="list-style-type: none"> ▪ Quality First teaching for <i>all</i> pupils. ▪ Continue to adapt writing and maths interventions to ensure that interventions are robust. ▪ Class teachers and senior leaders monitor the impact and sustainability of interventions. ▪ Senior leaders ensure a robust monitoring cycle is in place. ▪ We support the movement of CTs and TLAs to new year groups to ensure teaching standards remain high. ▪ Mastery Maths teachers to attend relevant training to support the teaching and delivery of maths to support <i>all</i> pupils to achieve their full potential. Feedback and implement the whole school. ▪ 2 x SLT to attend Adaptive Teaching training to challenge all pupils and share this with the whole school. Feedback and implementation across the core subjects initially. ▪ Teacher to attend New Subject Leader training to support and develop the teaching of the English curriculum in Reading, Writing and Grammar. ▪ TLA3 to support the delivery of interventions in class. ▪ Headteacher and SLT to analyse Phonics data. ▪ TLA3 to deliver Phonics Interventions as appropriate. |
| <p><i>Priority 4-</i> to support the development of language to enable children to become confident communicators.</p> | <ul style="list-style-type: none"> ▪ Provide children with a breadth of experiences to encourage language development. ▪ Model good language. ▪ Robust assessments to ensure that appropriate support is in place from entry. ▪ English lead to support the embedding of speaking and listening through school following training from LPDS. ▪ Implement language interventions as appropriate and adapt according to the needs of the 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: **£5883.20**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Monitoring of PP pupils by PP Lead | This ensures that all pupils are targeted for relevant interventions to help raise attainment levels. | 1,2,3,4 |
| NCETM - Mastery Maths Leading the Whole School Vision Teacher Research Group | A whole school approach to supporting Maths (training teachers to lead). Additional maths sessions focusing on Number. | 3 |
| Adaptive teaching- Research group to support all pupils to achieve their full potential. | SLT members are to attend the Blackburn cluster for adaptive teaching. Teachers will use adaptive teaching approaches, initially within the core subjects. | 3,4 |
| Attend an English Subject Leadership course to further strengthen reading, writing and spoken language in school. | To further develop the teaching of English, in particular reading and spoken language. | 3, 4 |

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

Budgeted cost: **£14,937.80**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Wellcomm Assessment for EYFS Pupils/New Arrivals | Early language assessment within the borough- also a teaching tool to support EAL children. | 4 |
| ROSCO Intervention for children with low-level language | Historical exit and entry data show that children's language acquisition improves greatly through the intervention. | 4 |
| Head-Start Grammar and Extended Write Intervention Year 1 | Targeted support to raise grammar and build coherent sentence structure as pupils are predominantly from EAL homes and struggle with their grammar. | 3 |

| | | |
|---|---|---|
| Head-Start Grammar and Extended Write Intervention Year 2 | Targeted support to raise grammar and build coherent sentence structure as pupils are predominantly from EAL homes and struggle with their grammar. | 3 |
| NCETM Mastering Number Year 1 | Targeted support to help children develop their understanding of number. | 3 |
| NCETM Mastering Number Year 2 | Targeted support to help children develop their understanding of number. | 3 |
| Phonics Intervention Year 1 and Year 2 | Supporting PP pupils to keep up not catch up, delivering the sessions in small groups. PP children have historically made good progress. | 3 |

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

Budgeted cost: **£42,819**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| ELSA Intervention for vulnerable pupils who need emotional support. | Mental health and wellbeing problems for children on an upward trajectory. This allows pupils to have a supportive environment in school. | 1,2 |
| PWC to support vulnerable families with pastoral and attendance concerns to help raise attendance. | Good relationships with families help to ensure that families feel supported and will lead to higher levels of attendance. | 1,2 |

Total budgeted cost: **£63,640**

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| Priority | Analysis |
|---|---|
| <p>Priority 1- improve the attendance of vulnerable groups.</p> | <p>Overall Absence: 2023 2024</p> <div data-bbox="402 548 976 863"> <p>GAP TO: SCHOOL: VALUE</p> <p>National: Non-Disadvantaged +0.9%</p> <p>National: Disadvantaged -2.2%</p> <p>School: Non-Disadvantaged -2.1%</p> <p>5.3%</p> <p>-3.1% TREND 17th PERCENTILE RANK</p> </div> <p><i>Attendance figure 1.1</i></p> <p>The school’s disadvantaged cohort of 3 enrolments has an overall absence of 5.3%. This is 0.9% higher than the national non-disadvantaged cohort at 4%. The school’s gap to non-disadvantaged pupils nationally has decreased by 2.0% from 2.9% in 2022/23 to +0.9% in 2023/24. The disadvantaged cohort’s overall absence has decreased by 3.1% from 8.4% in 2022/23 to 5.3% in 2023/24.</p> <p>Persistent Absence: 2023 2024</p> <div data-bbox="402 1283 976 1598"> <p>GAP TO: SCHOOL: VALUE</p> <p>National: Non-Disadvantaged +2.8%</p> <p>National: Disadvantaged -11.2%</p> <p>School: Non-Disadvantaged -3.0%</p> <p>14.3%</p> <p>-18.1% TREND 16th PERCENTILE RANK</p> </div> <p><i>Attendance figure 1.2</i></p> <p>14.3% of the school’s disadvantaged cohort are persistently absent (5 pupils out of 35). This is 2.8% higher than the national non-disadvantaged cohort at 11.5%. The school’s gap to non-disadvantaged pupils nationally has decreased by 12.5% from 15.3% in 2022/23 to +2.8% in 2023/24.</p> |

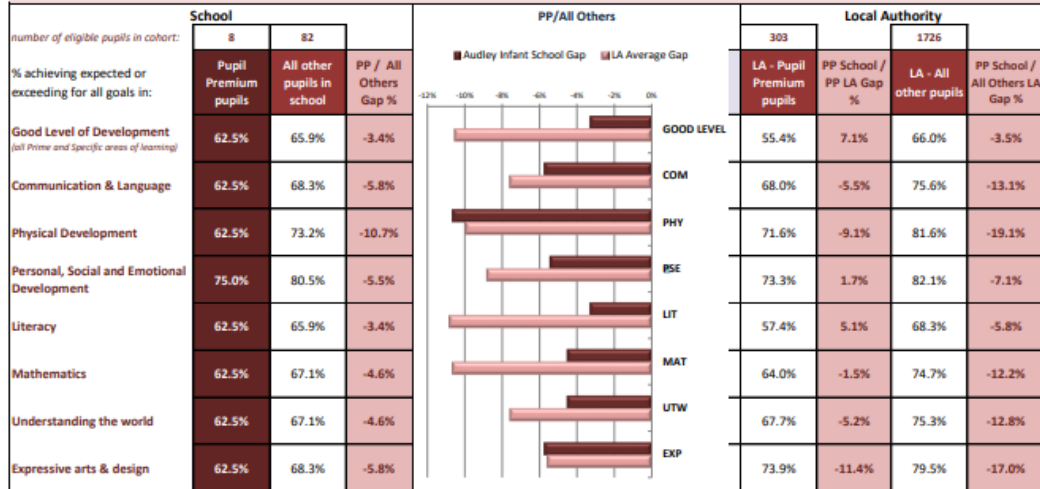
| | | | | | | | |
|--|--|--------|------------------------|--------|------------------------|--------|-------------------------|
| | <p>2023/24. The school's disadvantaged cohort's persistent absence has decreased by 18.1% from 32.4% in 2022/23 to 14.3% in 2023/24.</p> <p>While this shows that attendance is improving for our vulnerable children, we will continue to support families further. Attendance continues to be below the national (95%). Attendance continues to be a school priority. The PWC works closely with the HT to support the improvement of attendance. The PWC monitors and tracks attendance, contacting parents of vulnerable pupils; this ensures that support is available where required.</p> | | | | | | |
| <p>Priority 2- Support the Mental Health and well-being of pupils by having robust and sustainable support in place.</p> | <p>As a school. We prioritise the mental health and wellbeing of our children. As well as teaching PSHE lessons, some children are given the opportunity to access ELSA.</p> <table border="1" data-bbox="370 600 997 705"> <tr> <td>Autumn</td> <td>2/20 PP children (10%)</td> </tr> <tr> <td>Spring</td> <td>2/20 PP children (10%)</td> </tr> <tr> <td>Summer</td> <td>2/20 PP children. (10%)</td> </tr> </table> <p><i>ELSA Figures 2.1</i></p> <ul style="list-style-type: none"> ▪ 10% of PP children have taken part in ELSA. ▪ Established a process for how pupils are selected in place, in which staff follow the procedures. The pupils are selected by CTs in dialogue with the ELSA lead SY and the HT. ▪ ELSA interventions are in place to support the specific needs of the pupils with additional time dedicated where there are needs. ▪ Interventions are monitored and tracked and continue for more than a term where necessary. If children require further additional support down the line this is in place to happen if necessary. ▪ The impact of ELSA has shown an improvement in the confidence and motivation of pupils. <p>We are committed to continuing to support TLA3 in delivering the sessions with the support of the HT, PWC and PP lead.</p> <p>We will continue to provide support for the children who need it the most to enable children to become confident individuals.</p> | Autumn | 2/20 PP children (10%) | Spring | 2/20 PP children (10%) | Summer | 2/20 PP children. (10%) |
| Autumn | 2/20 PP children (10%) | | | | | | |
| Spring | 2/20 PP children (10%) | | | | | | |
| Summer | 2/20 PP children. (10%) | | | | | | |
| <p>Priority 3- Raise the attainment of PP pupils in Mathematics, Writing and Grammar and vulnerable pupils so they are in line or better than the national level.</p> | <p>We prioritise raising the attainment of PP children in Mathematics, Reading and Writing to give them the same chances as their peers.</p> <p>We have done this through:</p> <ul style="list-style-type: none"> ▪ Quality First teaching ▪ Targeted Interventions ▪ Training for teachers and support staff. <p>EYFS: We track data through various means, which further enables us to support our most vulnerable children.</p> <p>In EYFS, PP children have performed slightly lower than other children in the cohort. (See table below)</p> | | | | | | |

Foundation Stage - Pupil Premium Gap Analysis

Compares the percentage of pupils in school eligible (FSME, AFC or LAC) for the Pupil Premium achieving at least the expected standard for each goal in the stated area of learning with the percentage of all other pupils in school, all Pupil Premium eligible pupils in the LA, and all pupils in the LA not eligible for the Pupil Premium.

Audley Infant School

DfE Number: 2026



EYFS Data Figure 3.1

Good Levels of Development (Prime and Specific areas):

62.5% of PP children achieved a Good Level of Development in comparison to 65.9% for the rest of the cohort. This is a difference of -3.4%. When comparing with the PP children in the local authority, our children outperformed the LA with a difference of 7.1% for Good Levels of Development.

Literacy and Mathematics:

62.5% of PP children achieved Literacy in comparison to 67.1% for the rest of the cohort. This is a difference of -3.4%. This is 5.1% above the LA PP children.

62.5% of PP children achieved in Mathematics in comparison to 67.1% for the rest of the cohort. This is a difference of -4.6%. When comparing with the PP children in the Local Authority, our children were below -1.5% in Mathematics.

Year 1 RWM data:

Below is a table of the Summer end-of-term data for Year 1.

| | Reading (Expected or above) | Writing (Expected or above) | Mathematics (Expected or above) |
|-------------|-----------------------------|-----------------------------|---------------------------------|
| Cohort | 58/83 (69.88%) | 53/83 (63.86%) | 53/82 (64.63%) |
| PP children | 13/15 (86.67%) | 12/15 (80%) | 11/15 (73.33%) |
| Comparative | +16.79 | +16.14 | +8.7 |

Figure 3.2- O Track data

The data shows that PP children are the same if not better than their peers in Reading, Writing and Mathematics. The majority of PP children achieved the expected standard

in Reading, writing and Mathematics.

End of KS1:

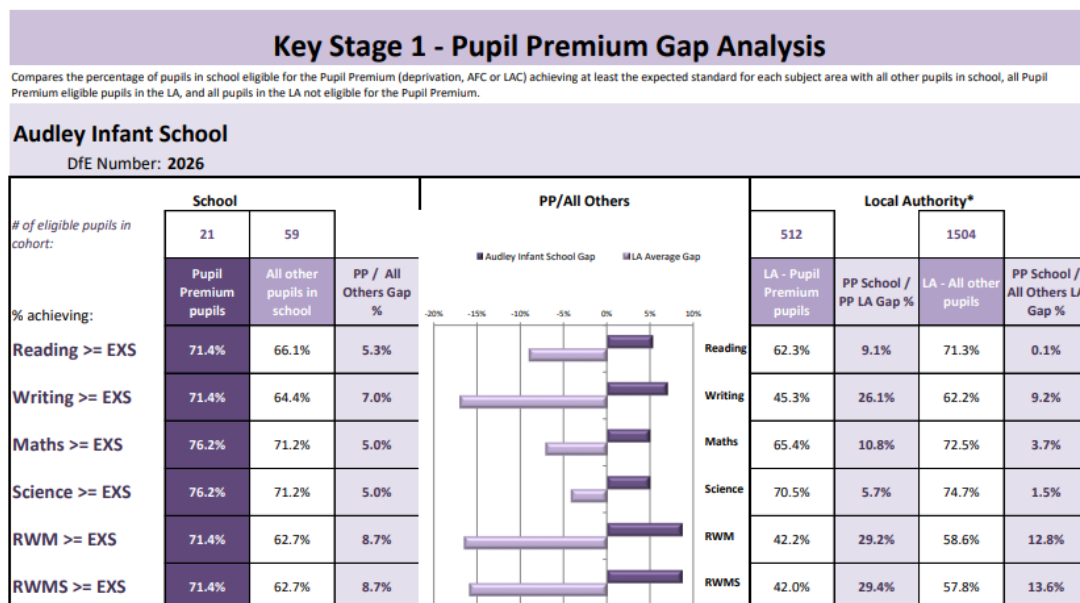


Figure 3.3- School Profile data

PP children achieved the same if not better than their peers in Reading, Writing and Mathematics at the end of KS1.

In Reading, 71.4% achieved compared to 66.1% for the rest of the cohort. This is a difference of 5.3%. In Writing, 71.4% achieved the expected level in comparison to 64.4% for the rest of the cohort. This is a difference of 5.0%.

In Mathematics, 76.2% of pupils achieved the expected level in comparison to 71.2% for the rest of the cohort. This is a difference of 5.0%.

When comparing with the PP children in the local authority, our children outperformed the LA by +9.1 % in Reading at the expected standard, +26.1% for the expected standard in Writing and +10.8% in Mathematics.

Priority 4- Ensure children become fluent readers by the end of KS1.

As a school, we have raised the profile of reading. We have done this by:

- Training all members of staff on the Red Rose Phonics scheme.
- The teacher's PPA time is additional Novel time for the children, where they engage in a range of reading activities.
- We have extended the school day to allow additional time for reading at the end of the day.
- We have a whole class guided reading session weekly in addition to small group guided reading.
- We promote reading for pleasure by inviting parents in to read with their children.
- We have raised additional funding to purchase books for children.
- We have daily Phonics and in addition to this, we have Phonics intervention for children who need it.

Phonics Year 1:

Audley Infant School

DfE Number: 2026

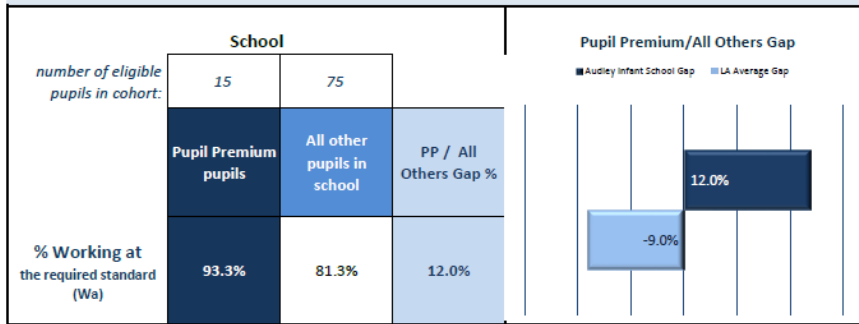


Figure 4.1 School Profile Phonics data

93.3% of PP children have passed their Phonics screening test in comparison to 81.3% for the rest of the cohort.

| Local Authority | | | |
|---------------------------|-------------------------|-----------------------|---------------------------------|
| 442 | | 1596 | |
| LA - Pupil Premium pupils | PP School / PP LA Gap % | LA - All other pupils | PP School / All Others LA Gap % |
| 72.2% | 21.2% | 81.2% | 12.1% |

Figure 4.2 School Profile Phonics data

The data suggests that the PP children outperformed the local authority by 21.2% When comparing the data of PP children to that of other PP children in the local authority.



These statistics cover the attainment of year 1 and year 2 pupils who took the phonics screening check in summer 2024.

(Gov.UK)

Our children exceeded the national average of 80% with our PP children exceeding nationally by 25.3%. (93.3% of PP pupils passed the phonic test.)

24 Year 2 pupils either retook the Phonics Screening test or completed it for the first time. 100% of PP children passed the Phonics Screening test (5/5) compared to 47.4% of the rest of the cohort (9/19). PP children outperformed their peers by 52.6%.

