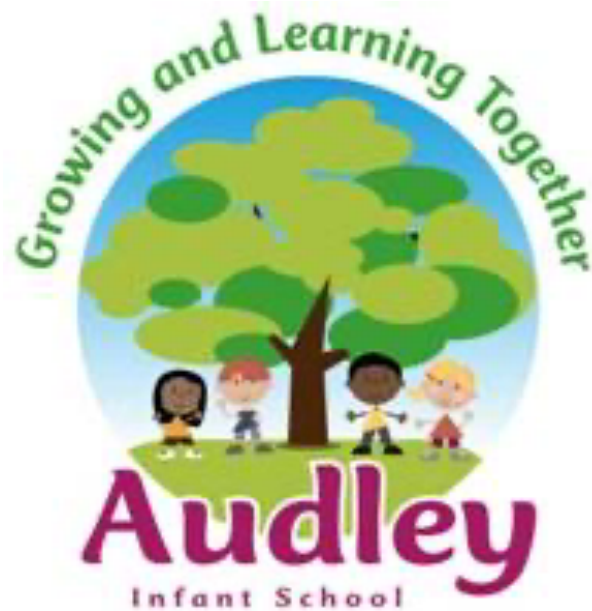


# Pupil Premium Strategy Statement

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## Audley Infant School

## 2021-2024

Pupil Premium Lead- *Miss A Matlub*  
Audley Infant School, Queen's Park Road, Blackburn, BB11SE

## School overview

Detail (2022/23)	Data
School name	Audley Infant School
Number of pupils in school	230 ( <i>not incl. Nursery</i> )
Proportion (%) of pupil premium eligible pupils	22% (51 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	July 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Helen Nelson
Pupil premium lead	Mr Jason Barker
Governor / Trustee lead	Mrs Janet Cooper

Detail (2022/23)	Data
School name	Audley Infant School
Number of pupils in school	271 ( <i>incl. Nursery</i> ) 242 ( <i>not incl. Nursery</i> )
Proportion (%) of pupil premium eligible pupils	19% (47 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	July 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Helen Nelson
Pupil premium lead	Mr Jason Barker
Governor / Trustee lead	Mrs Janet Cooper

Detail (2023/24)	Data
School name	Audley Infant School
Number of pupils in school	275 ( <i>incl. Nursery</i> ) 247 ( <i>not incl. Nursery</i> )
Proportion (%) of pupil premium eligible pupils	16% (38 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	July 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Helen Nelson
Pupil premium lead	Miss Amina Matlub
Governor / Trustee lead	Mrs Janet Cooper

## Funding overview

Data (2021/22)	Amount
Pupil premium funding allocation this academic year	£ 61,870
Recovery premium funding allocation this academic year	£6,670 (46)
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£68,540</b>

Data (2022/23)	Amount
Pupil premium funding allocation this academic year	£ 66,480
Recovery premium funding allocation this academic year	£6,815 (47)
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£71,700</b>

Data (2023/24)	Amount
Pupil premium funding allocation this academic year	£55,290 (38 pupils)
Recovery premium funding allocation this academic year	£5,510 (£145pp)
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£60,800</b>

## Part A: Pupil premium strategy plan

### Statement of intent

The pupil premium funding has been allocated to schools. The pupil premium funding is used to improve the outcomes of vulnerable children in our school. This money is allocated to secure additional support and improve the progress of children in vulnerable groups. The money is paid directly to schools and is based on the number of children who receive or have received Free School Meals, children in care and children of parents in the armed services. It is up to schools to decide how this money is spent.

We have prioritised children who are:

- Free school meals
- Looked after children
- Vulnerable children who are underachieving
- We prioritise the use of pupil premium to ensure that it has the biggest impact on the life chances and education of our children.

#### **2021-22 Academic Year:**

There is a total of 230 children (not incl. nursery pupils) on roll with £61,870 pupil premium allocated to the school. In the academic year 2021-2022 we will receive an additional £145 per Pupil Premium pupil. This is an additional £6,670 to support the catch up programme for this group of pupils. The school can decide best use of the premium.

We used the Pupil Premium funding for:

- Continuing to catch up children's learning following Covid-19
- Ensuring that mental health and wellbeing of PP pupils is supported through ELSA and additional training of staff.
- Early intervention and assessment of speech and language acquisition.
- Additional support to increase the number of children achieving Greater Depth in RWM.
- Targeted intervention in reading and writing in Year 1 through ELS.
- Targeted intervention in reading and writing in Reception through A-Z Read to Write.
- Targeted intervention in maths in Year 1 & Year 2 through 1st Class @ Number.
- ROSCO intervention to aid children with low speech and language levels on entry to Reception.
- Additional support to increase the number of children achieving the expected levels at the end of each academic year.
- Purchasing quality programmes and resources to support learning and improve attainment for vulnerable pupils.

### **2022-23 Academic Year:**

There is a total of 48 children (not incl. nursery pupils) on roll with £66,480 pupil premium allocated to the school. In the academic year 2022-2023, we will receive an additional £145 per Pupil Premium pupil. This is an additional £5,220 to support the catch up programme for this group of pupils. The school can decide best use of the premium.

We have used the Pupil Premium and recovery funding for:

- Continuing to catch up children's learning following Covid-19.
- Early intervention and assessment of speech and language acquisition takes place through the introduction of Wellcomm.
- Targeted small group work to increase the number of children achieving Greater Depth in RWM.
- Targeted small group work to increase the number of children achieving the expected levels at the end of each academic year in KS1.
- Targeted keep up phonics interventions to support the teaching of the Red Rose Phonics Scheme.
- Targeted intervention in writing and grammar in Year 1 through Headstart.
- Targeted intervention in reading and writing in Reception through Red Rose Phonics keep up sessions and individual and small group guided reading.
- Targeted intervention in maths in Year 1 & Year 2 through 1st Class @ Number.
- TLAs led targeted reading sessions consisting of one to one and small group guided reading.
- The school purchased quality programmes and resources to support learning and improve attainment for vulnerable pupils. We continued to ensure that mental health and wellbeing of PP pupils continued to be supported through ELSA and additional training of staff.
- FLAL provided pastoral support through parent and family support for vulnerable pupils.
- FLAL helped support with Improving attendance by targeting persistent absence.

### **2023-24 Academic Year:**

There is a total of 230 children (not incl. nursery pupils) on roll with £55,290 pupil premium allocated to the school. In the academic year 2023-24 we will receive an additional £145 per Pupil Premium pupil. This is an additional £5,510 to support the catch up programme for this group of pupils. The school can decide best use of the premium.

We used the Pupil Premium funding for:

- Early intervention and assessment of speech and language acquisition takes place through the introduction of Wellcomm.
- Targeted small group work within class to increase the number of children achieving Greater Depth in RWM.
- Targeted small group work to increase the number of children achieving the expected levels at the end of each academic year in KS1.
- Targeted keep up phonics interventions to support the teaching of the Red Rose Phonics Scheme.
- Targeted intervention in writing and grammar in Year 1 through Headstart.
- Targeted intervention in reading and writing in Reception through Red Rose Phonics keep up sessions and individual and small group guided reading.

- Targeted intervention in maths in Year 1 & Year 2 through 1st Class @ Number.
- TLAs to lead targeted reading sessions consisting of one to one and small group guided reading.
- The school to continue to purchase quality programmes and resources to support learning and improve attainment for vulnerable pupils. We continued to ensure that mental health and wellbeing of PP pupils continued to be supported through ELSA and additional training of staff.
- Pupil Well-being Coordinator to continue to provide pastoral support through parent and family support for vulnerable pupils.
- Pupil Well-being Coordinator to continue to help support with Improving attendance by targeting persistent absence.

## Challenges

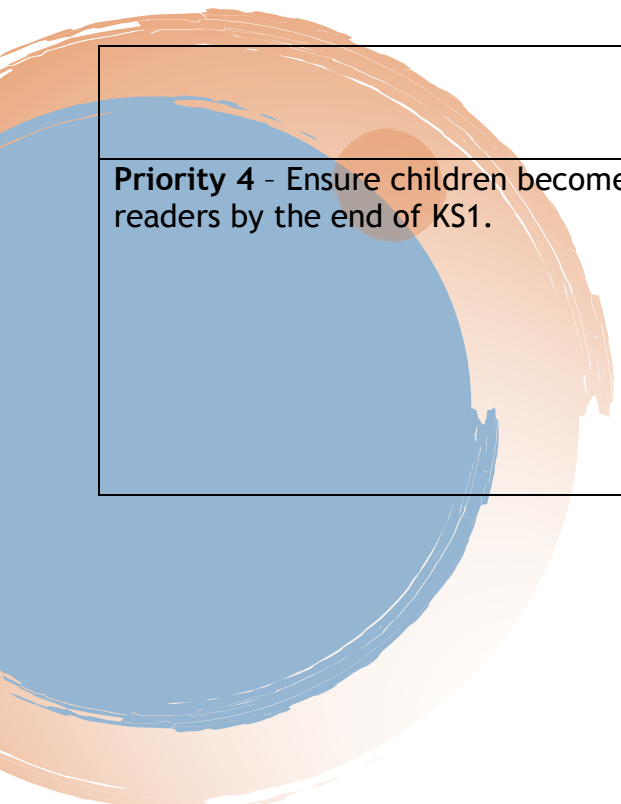
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low language level on entry to school.
2	High percentage of persistent PP absence.
3	Low general attainment on entry to school.
4	Lack of parental support
5	Lack of confidence /managing feelings safely

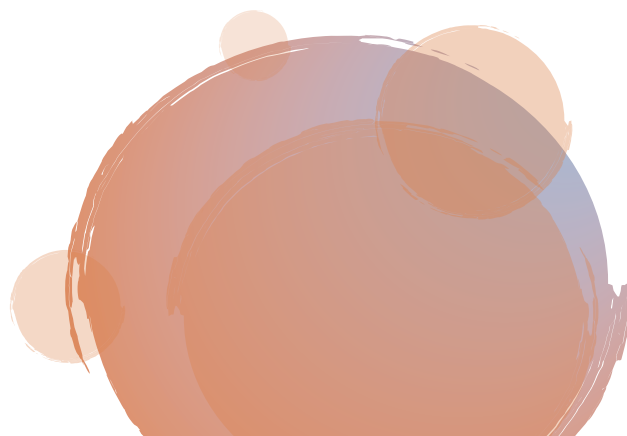
## Intended outcomes

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
<b>Priority 1</b> - Ensure attendance Post-Covid enforced closures is close to National.	<ul style="list-style-type: none"><li>➤ PWC to be embedded in the role to support families of pupils with persistent absence and pastoral concerns.</li><li>➤ PWC to create strong relationships with families to support the most vulnerable families.</li><li>➤ PWC and PP lead to securely implement the attendance policy and ensure protocols and procedures are followed.</li><li>➤ Ensure emotional wellbeing support (ELSA) is in place for pupils who need it.</li><li>➤ Target the raising of attendance of PP pupils.</li><li>➤ Work closely with LA inclusion team to improve persistent absence.</li><li>➤ PP Lead to support PWC in engaging without most vulnerable families.</li></ul>
<b>Priority 2</b> - Support the Mental Health & Wellbeing of pupils by having robust and sustainable support in place	<ul style="list-style-type: none"><li>➤ TLA3 to lead ELSA intervention.</li><li>➤ CTs to lead Jigsaw PSHE lessons weekly</li><li>➤ CTs to continue to establish strong links with parents giving them the support where required.</li><li>➤ Liaise with BWD mental health support team, where necessary.</li><li>➤ Liaise with the school nurse to support with the medical wellbeing of vulnerable pupils and families.</li></ul>
<b>Priority 3</b> - Raise the attainment of PP pupils in Maths, Writing and Grammar and vulnerable pupils so that they are in line or better than the national level.	<ul style="list-style-type: none"><li>➤ Quality First Teaching for all pupils.</li><li>➤ Continue to adapt writing and maths interventions to ensure that interventions are robust.</li><li>➤ Class teachers and senior leaders monitor the impact and sustainability of interventions.</li><li>➤ Senior leaders ensure a robust monitoring cycle is in place.</li></ul>



	<ul style="list-style-type: none"><li>➤ We support the movement of CTs and TLAs to new year groups to ensure teaching standards remain high.</li></ul>
<b>Priority 4</b> - Ensure children become fluent readers by the end of KS1.	<ul style="list-style-type: none"><li>➤ Implementation of the new phonics scheme - Red Rose Phonics, LCC, to ensure PSC pass rate is in line and higher than national</li><li>➤ Ensure decodable reading books are embedded and match the Phonics scheme progression.</li><li>➤ The majority of children to become fluent readers by the end of Year 1 or Year 2 for lower attaining pupils.</li></ul>



## 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: **£3595**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching of Red Rose Phonics embedded in Year 1.	A whole school implementation of the phonics Scheme that allows for progression and development in reading fluency.	1,2
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
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

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

Budgeted cost: **£40,716**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 <sup>st</sup> Class @ Number Intervention Year 1	Historical data suggests that PP children have benefitted from the interventions and made progress.	2,3,4
1 <sup>st</sup> Class @ Number Intervention Year 2	Historical data suggests that PP children have benefitted from the interventions and made progress.	2,3,4
Headstart 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.	1,2,4
Headstart 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.	1,2,4

Red Rose Phonics Intervention	Supporting PP pupils to keep up not catch up, delivering the sessions in small groups. PP children have historically made good progress.	1,3
Wellcomm Assessment for EYFS Pupils/New Arrivals	Early language assessment within the borough- also a teaching tool to support EAL children.	1,2,3
ROSCO Intervention for children with low level language	Historical exit and entry data show that children's language acquisition improves greatly through the intervention.	1
Reading Recovery	Encourages children to keep up.	1,3

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

Budgeted cost: **£37,836**

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 upwards trajectory more so since Covid. This allows pupils to have a supportive environment in school.	2,4,5
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.	2,5

**Total budgeted cost: £ 82,147**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Priority	Analysis																
<p><b>Priority 1-</b> Ensure attendance Post-Covid enforced closures is close to National.</p>	<ul style="list-style-type: none"> <li>▪ Attendance continue to be below the national (95%).</li> <li>▪ Attendance continues to be a school priority.</li> <li>▪ The PWC works closely with the HT to support the improvement of attendance.</li> <li>▪ The PWC monitors and tracks attendance, contacting parents of vulnerable pupils; this ensures that support is available where required.</li> <li>▪ The HT and PWC have met with Cathy Salt, the Inclusion Lead.</li> <li>▪ Attendance certificates are given out for good attendance and class certificates are given out to promote good attendance within classes.</li> <li>▪ PP children are the same if not better than the cohorts in Reception and Year 1. In Year 2 the PP attendance is slightly lower. See figures below.</li> </ul> <table border="1" data-bbox="618 1005 1484 1272"> <thead> <tr> <th>PP vs Cohort Attendance Figures</th> <th>Rec %</th> <th>Y1 %</th> <th>Y2 %</th> </tr> </thead> <tbody> <tr> <td>Cohort</td> <td>88.4</td> <td>89.8</td> <td>90.6</td> </tr> <tr> <td>PP</td> <td>90.4</td> <td>90.7</td> <td>90.0</td> </tr> <tr> <td>Comparative</td> <td>+2</td> <td>+0.9</td> <td>-0.6</td> </tr> </tbody> </table> <p><i>Attendance figures 1.1</i></p> <ul style="list-style-type: none"> <li>▪ The number of families taking extended has doubled.</li> <li>▪ 43% of PP children have attendance below 90%.</li> <li>▪ Attendance within Reception is slightly lower than the other year groups due to a number of pupils not at 'school age' for a significant percentage of the academic year.</li> </ul>	PP vs Cohort Attendance Figures	Rec %	Y1 %	Y2 %	Cohort	88.4	89.8	90.6	PP	90.4	90.7	90.0	Comparative	+2	+0.9	-0.6
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<p><b>Priority 2-</b> Support the Mental Health and Wellbeing of pupils by having robust and sustainable support in place.</p>	<table border="1" data-bbox="618 1667 1484 1785"> <thead> <tr> <th>Autumn -Spring</th> <th>Spring-Summer</th> </tr> </thead> <tbody> <tr> <td>6/8 PP (75%)</td> <td>6/10 PP (60%)</td> </tr> </tbody> </table>	Autumn -Spring	Spring-Summer	6/8 PP (75%)	6/10 PP (60%)												
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- Between Autumn and Spring 6 pupils within school took part of ELSA.
- 60% of the ELSA group in the Spring/Summer term were PP pupils.
- Established 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 confidence and motivation of pupils.
- PSHE lessons have been timetabled and taught weekly by CTs using the Jigsaw scheme of work.

**Priority 3-** Raise the attainment of PP pupils in Maths, Writing and Grammar and vulnerable pupils so they are in line or better than national level.

**EYFS:**

- 66.27% achieved a Good Level of Development in each level of the Early Learning Goal. This is above the national average (65.2%).

PP vs Cohort	Reading %	Writing %	Maths %
Cohort	77.8	75	77.8
PP (exp)	80	80	80
	+2.2	+5	+2.2
PP (exs)	40	30	30

*EYFS RWM Data 1.2*

- PP children are slightly above in comparison to the cohort in reading, writing and maths.
- Some PP children are working above the expected standard for reading (4/10), writing (3/10) and Maths (3/10). 3 of those children are above in reading, writing and maths.

- To raise the attainment for future EYFS children, we will further develop Speech and Language to maximise potential.
- We will continue with catch up Phonics to support children working below the expected standard for Phonics.

#### Year 1:

PP vs Cohort	Reading %	Writing %	Maths %
Cohort	81.6	72	76
PP (exp)	78.9	73.6	73.6
	-2.7	=1.6	-2.4
PP (exs)	5.26	0.00	5.26

#### Attendance figures 1.3

- 15/19 PP children achieved the expected standard for reading of which 1/19 achieved GD. 14/19 PP pupils achieved the expected standard for writing with no GD. 14/19 achieved the expected standard in mathematics with 1/19 achieving GD.
- PP children achieved slightly lower than the expected standard for Reading and Maths.
- These children are part of afternoon interventions. These include: Phonics and First Class in Number

#### Year 2:

PP vs Cohort	Reading %	Writing %	Maths %
Cohort	72	71	73
PP (exp)	76.5	70.6	70.6
	+9.3	-0.4	-2.4
PP (exs)	11.7	5.88	17.6

#### Attendance figures 1.4

- PP children achieved the same if not better than the cohort as a whole.

- 2 PP children achieved GD in Maths and 1 PP child achieved GD in writing and maths.
- 4/17 achieved below the expected standard in Reading. 5/17 PP pupils achieved below the expected in Writing and 5/17 PP pupils achieved below the expected in Mathematics.
- Two of those children did not complete the assessments. Two other children missed one test. one child is new to the country this year.
- Support will continue through interventions including Phonics intervention, Cracking Writing and First Class in Number.

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

**Phonics Attainment:**

- As a school, we have successfully moved from ELS to Red Rose Phonics.
- Decodable books have been purchased but additional phonics decodable books will be purchased in the Autumn term.
- Teachers received training on the new scheme.
- Additional training will be given to TAs.

PP vs Cohort Phonics Figures	Rec %	Y1 %	Y2 %
Cohort		80	94
PP		78.9	94.1
Comparative		-1.1	+0.01

*Phonics figures 1.5*

- The Phonics result is in line with the national average (75%).
- 4/19 PP pupils (21.1%) in Year 1 did not pass their Phonics Screening check. The children have been a part of the Phonics intervention group and have made good progress. All the PP children scored 22+.
- 1 PP child in Year 2 did not pass the Phonics Screening text. She is new to the country and has been a part of phonics interventions. Out of the 4 PP children part of the interventions, only the 1 did not pass.
- Interventions have been taking place throughout the year in both year 1 and year 2.

