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Pupil Premium Strategy Statement (2020/21) Dudley Infant Academy



What is the pupil premium?

- The pupil premium is a sum of money given to schools each year to support:
 - Raising the attainment of disadvantaged pupils of all abilities to reach their potential
 - Children and young people with parents in the regular armed forces

Why do schools receive this?

- Research shows that children who are in low income families do less well academically than those who are not. They sometimes face challenges such as poor language skills, less family support and issues with attendance and punctuality. The extra funding is intended to directly benefit those pupils who are eligible.

Your child is eligible if he or she:

- Has qualified for free school meals (FSM) at any point in the last six years
- Has been looked after under local authority care for more than one day, been adopted from care or has left care
- Has a parent in the regular armed forces

How is it spent?

- Academies can choose how to spend the money for the educational benefit of the pupils of the academy
- Schools are accountable for how they spend the money and Ofsted will report on the attainment and progress of disadvantaged pupils who attract the pupil premium during an inspection

How do we ensure that our spending is effective?

- Through regular monitoring of student data
- By evaluating and reviewing our strategy
- By keeping abreast of research and developments and being proactive in our approach to implementing new strategies
- By not being afraid to change a strategy that isn't working



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Note:

- All children in Reception, Year 1 and year 2 now have free school meals, but may not be eligible for the pupil premium funding unless they qualify under low income-based criteria

Pupil Premium Strategy Statement:

1. Summary Information: Current					
Academy: Dudley Infant Academy					
Academic Year	2020/21	Total PP budget	£45,600	Date of most recent PP review	Sept 2020
Total number of pupils	173	Number of pupils eligible for PP	33	Date of next review	Sept 2021

2. Barriers to future achievement
<p>Within academy</p> <ul style="list-style-type: none"> • Children requiring additional support to achieve age related expectations in core subjects • Children requiring specific Speech and Language support • Children requiring specific teaching in order to be socially confident and age appropriate • Children who have English as an Additional Language (EAL) • Children who have particular learning needs and styles • Children who have specific conditions which need addressing in order to overcome barriers to learning • Children who are experiencing increasing levels of mental health issues particularly due to COVID-19 lockdown • Potential lack of progression due to COVID-19 lockdown. • The impact of the Covid 19 pandemic upon children’s social and emotional well-being



3. Barriers to future achievement
External barriers: <ul style="list-style-type: none"> • Parents needing support for their children to access the wider curriculum and enrichment activities • Parents needing support in order to raise confident, well-adjusted children • Children who require further intervention to prepare them for transition • Potential lack of home technology to access remote learning during COVID-19 lockdown

4. How we will spend the funding and why:

What will we spend it on?	Why:	How will we know we are successful?
Additional adult support for learning including individual tutoring and targeted group learning £8500	To enable individual and small group interventions which target specific learning gaps	Children's' outcomes will identify that learning gaps for Pupil Premium children have not increased and in some cases diminished. By the end of Year 2 data will show that Pupil Premium pupils will be achieving outcomes broadly in line with their peers
Specific Speech and Language interventions following early and continuous assessment development We will continue the use of Speech and Language Link assessment and targeted, 1:1, programmes to support learners £6500	Speech and Language is an essential building block for all learning and development At present, the Speech and Language Team (SALT), are unable to provide 1:1 support due to the COVID 19 epidemic. Hence, an increased focus on in-school support.	Follow up assessments will show learning gaps have been closed. Wider curriculum assessments will show progression broadly in line with peers



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THRIVE provision across the academy to provide increased Mental Health and Emotional Well-being (MHEW) support £6000	To support social and emotional development so that children can access their learning	THRIVE assessments will show children have improved in their social and emotional development. Assessments will show that learning is progressing in line with their peers.
Specific support for parents and families – for example, Family THRIVE , Triple P Parenting courses and phonics workshops – should COVID 19 conditions allow £1500	Parents have a good understanding of how to support their children’s learning and wider development	Monitoring will show that Pupil Premium pupils have completed homework in line with their peers. Parent feedback will show satisfaction after parent courses and events
Subsidised extra-curricular activities - should COVID 19 conditions allow £1000	To ensure that all children have access to the wider curriculum	Club registers will show children’s attendance and engagement
Specific resources to support learning (including IT) £2500	To provide supportive resources for children’s individual learning styles to accelerate progress. To support children of all abilities to ensure they are challenged in their learning To ensure accessibility to curriculum learning where families are isolating or in lockdown	Monitoring of resources in class rooms shows use and impact. Class data show gaps closing in reading, writing and maths for Pupil Premium pupils
Specialist teacher support for children with additional needs £10,000	Children with SEND and EAL are supported in their learning	EAL and SEND children make progress in line with targets set
Ongoing training for all staff to maintain skills and develop teaching practice £1350	To provide specific professional development to staff in order to support all learners	Monitoring shows training strategies being used and assessment data shows impact in reading, writing and maths



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Providing additional assessment systems to record and monitor pupil progress £1000	To enable teachers and leaders to plan targeted lessons for the learning gaps identified	Assessment systems will have been used effectively and children’s progress will have been analysed for further support
Provide children with specific equipment to support their access to learning to include off-site visits should COVID 19 conditions allow £1550	To ensure that all pupils can access off-site visits, extra-curricular activities and the wider curriculum	All children attend offsite visits and activities
Provide access to the wider curriculum through specific programmes – for example, Forest School, Shore Academy £2000	To ensure that all pupils have the same opportunity to access the wider curriculum	Registers will show attendance at specific programmes. Assessments will show closing of the gap across the curriculum
Additional 1:1 for interventions and resources for supporting children with COVID 19, lockdown related anxiety and also mental health issues. £2700	To support children to cope with their anxieties in order to effectively access their learning. Mental Health will continue to be a focus for our academy.	Children will be settled, happy and ready to learn for the majority of their time in school. Assessments will show that learning is progressing in line with their peers.
Introduction of a whole school programme to support MHEW – Zones of Regulation £1000	To support children to recognise, name and learn to effectively regulate, their emotions	Children will be settled, happy and ready to learn for the majority of their time in school. Assessments relating to progress will provide evidence that some children are in line with their peers

5. Review of the impact of funding for 2019 / 2020

Academic Year	2019 / 2020	Total PP budget	27,000
Total number of pupils	177	Number of pupils eligible for PP	20



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What we spent the funding on and why

What we spent it on?	Why:	Impact:
Reading intervention Teaching Assistants to support reading and phonics in 1:1 and small groups daily	Children to make expected progress in reading and phonics	Whole school end of KS1 data is not available for the 2019/2020 academic year due to the COVID 19 lockdown. Personalised Learning for Reading (PLR) and Reading Intervention (RI) impact reports show that all children on these programmes made significant progress.
Additional home learning opportunities through the reading programme Bug Club	To increase parental engagement and support frequent reading	Sustained frequency of reading as noted in children’s home reading records and an increase in achievement as above.
1:1 speech and language interventions	Speech and language is an essential building block for all learning and development	All children receiving 1:1 interventions were making effective progress with their speech
Curriculum enrichment opportunities through the use of visiting specialists – these were limited due to the COVID 19 situation	To provide children with access to an exciting and engaging curriculum which develops awe and wonder and enquiring minds	Evidence seen in workbooks of pupil engagement and understanding of the world
Additional pastoral support to enhance the emotional wellbeing and learning outcomes for children including THRIVE Teaching Assistant	To support social and emotional development so that children can access their learning	THRIVE assessments show children were improving in their social and emotional development.
Funding for after school clubs to support health and wellbeing - these were limited due to the COVID 19 situation	To ensure that all children have access to the wider curriculum	Club registers show good level of engagement and attendance
Education Futures Trust support for learning, including Forest Schools - these were limited due to the COVID 19 situation	To support social and emotional development so that children can access their learning.	All children had attended offsite visits and activities pre lockdown Key Year One children have attended forest school



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	To ensure that all children can access the wider curriculum and develop confidence, further knowledge and understanding of the world	
Additional specialist support for children including Educational Psychologist, ESBAS, CLASS and EAL practitioner	Children with SEND, EAL and SEMH (Social, Emotional and Mental Health) needs are supported in their learning	Continued and appropriate progress for most pupils up until lockdown
Specialist teacher support for children with additional needs	Children with SEND and EAL are supported in their learning	Monitoring and tracking shows that most children with SEND or EAL were making progress in line with their targets set
Additional practical resources to support learning	To provide specific resources to support different learning styles in order to accelerate progress. To support children of all abilities to ensure they are challenged in their learning	Monitoring and tracking shows that additional resources are used effectively to support learning and progress
Family support for attendance through our Education Futures Trust (EFT) Attendance Key Worker	To support families to improve attendance and engagement with the school	Assessment and monitoring shows an increase in attendance and engagement with school in most families offered this support
Thrive provision across the academy	To support social and emotional development so that children can access their learning	Thrive assessments show that that all children on the programme were making significant progress in their social and emotional development
One course of Family Thrive delivered	To give parents a good understanding of how to support their childrens' learning and wider development	Parent feedback shows satisfaction after parent courses and events
Supporting families throughout lockdown with food parcels, supportive contact and play packs	To support our families during the unprecedented and lengthy lockdown due to the COVI 19 epidemic.	Families report that the extra support has been effective and appreciated
Delivery of Free School Meals (FSM) prior to the launch of the national voucher scheme	To support our families during the unprecedented and lengthy lockdown due to the COVI 19 epidemic.	Families report that the extra support has been effective and appreciated



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Regular delivery of paper packs of curriculum work to entire school population	To support our families during the unprecedented and lengthy lockdown due to the COVI 19 epidemic. To support the academic development of children throughout lockdown	Assessment and monitoring show that many children have retained their reading skills during lockdown
Ongoing training for all staff to maintain skills and develop teaching practice including Thrive and Maths Mastery	To provide specific professional development to staff in order to support learners	All staff have been upskilled in specific areas

Outcomes: 2019/20 – data not available due to the COVID 19 pandemic and lockdown. There were no statutory assessments undertaken and data was not collated by the Department for Education. Outcomes shown below relate to 2018/19 and 2017/18

Outcomes: 2018/19

2017/18 Outcomes in Red

End Key Stage 1 Attainment (Year 2)				
	<i>Pupils eligible for PP (Academy)</i>	<i>Pupils eligible for PP (National)</i>	<i>Others: pupils not eligible for PP (Academy)</i>	<i>Others: pupils not eligible for PP (National)</i>
% reaching expected standard (ARE) - Reading	64% (60%)	62% (63%)	87% (84%)	78% (79%)
% reaching expected standard (ARE) - Writing	64% (60%)	55% (55%)	81% (80%)	73% (74%)
% reaching expected standard (ARE) - Maths	67% (55%)	62% (63%)	83% (82%)	79% (80%)
	<i>Pupils eligible for PP (Academy)</i>	<i>Pupils eligible for PP (National)</i>	<i>Others: pupils not eligible for PP (Academy)</i>	<i>Others: pupils not eligible for PP (National)</i>
% reaching greater depth standard (GDS) - Reading	9% (7%)	14% (14%)	36% (38%)	28% (29%)
% reaching greater depth standard (GDS) - Writing	0% (7%)	7% (8%)	26% (29%)	17% (18%)



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% reaching greater depth standard (GDS) - Maths	9% (13%)	12% (12%)	30% (36%)	24% (25%)
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	<i>Pupils eligible for PP (Academy)</i>	<i>Others: pupils not eligible for PP (Academy)</i>
% achieving expected steps of progress - Reading	77% (60%)	96% (93%)
% achieving expected steps of progress - Writing	69% (60%)	87% (91%)
% achieving expected steps of progress - Maths	54% (67%)	84% (89%)

End of EYFS Outcomes:				
	<i>Pupils eligible for PP (Academy)</i>	<i>Pupils eligible for PP (National)</i>	<i>Others: pupils not eligible for PP (Academy)</i>	<i>Others: pupils not eligible for PP (National)</i>
% reaching Good level of Development: GLD	38% (73%)	56% (57%)	87% (82%)	75% (74%)

Year 1 & 2 Phonics Screen Outcomes:				
	<i>Pupils eligible for PP (Academy)</i>	<i>Pupils eligible for PP (National)</i>	<i>Others: pupils not eligible for PP (Academy)</i>	<i>Others: pupils not eligible for PP (National)</i>
Year 1 % reaching the expected standard	82% (75%)	71% (72%)	96% (96%)	84% (85%)
Year 2 % reaching the expected standard (retakes)	100% (93%)	85% (85%)	96% (98%)	93% (94%)

Attendance:		
	<i>Pupils eligible for PP</i>	<i>Others: pupils not eligible for PP – national</i>
Academic year 2018-19	94% (91%)	N/A as KS1 has no national standard