

# Pupil Premium Strategy Statement

October 2021

This statement details our academy's use of pupil premium (and recovery premium for the 2021 to 2022 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.

## Academy overview

Detail	Data
Academy name	Dudley Infant Academy
Number of pupils in the academy	175
Proportion (%) of pupil premium eligible pupils	29% (51 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Stuart Maclean (Principal)
Pupil premium lead	Sam Sankey (SENCo/Inclusion Lead)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,800
Recovery premium funding allocation this academic year	£6,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,100
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£67,990

# Part A: Pupil premium strategy plan

## Statement of intent

At Dudley Infant Academy we strive to deliver an ambitious curriculum to all children and ensure that teaching and learning opportunities at Dudley meet the needs of all of our pupils.

We ensure that well planned, appropriate and targeted provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

Pupil premium and recovery premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. The limits of the funding and some resources means that children who are entitled to pupil premium funding will receive additional support when this need is identified.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium and recovery premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. All of our work through the funding will be aimed at accelerating progress moving children to at least age related expectations.

We will ensure that the Pupil Premium and Recovery Premium funding is spent effectively: through regular monitoring of wave one teaching; student progress and attainment 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.

## Challenges

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

Challenge number	Detail of challenge
1	Children requiring additional support to achieve age related expectations in core subjects
2	Children requiring specific Speech and Language support
3	Children requiring specific teaching in order to be socially confident and age appropriate
4	Children who have English as an Additional Language (EAL)
5	Children who have particular learning needs and styles
6	Children who have specific conditions which need addressing in order to overcome barriers to learning

7	Children who are experiencing increasing levels of mental health issues particularly due to COVID-19
8	Potential lack of progress and attainment due to COVID-19 lockdown and the challenges faced with assessing this
9	The impact of the Covid 19 pandemic upon children's social and emotional well-being
10	Parents needing support in order to raise confident, well-adjusted children
11	Children who have not had the same access to extracurricular activities outside of school

## 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
Children to make expected progress in reading, writing, phonics and maths	Well planned useful assessment systems will show expected progress in these key areas Phonics tracker, our phonics knowledge assessment system, will show expected progress from pupil's starting points in phonics. (Limited whole academy end of KS1 data is not available for the 2019/2020 or 2020/21 academic year due to the COVID 19 pandemic and subsequent lockdowns – hence, data will be analysed from the current academic year (2021/22))
To increase parental engagement and support with frequent reading	Sustained frequency of reading as noted in children's home reading records and an increase in achievement as above.
Children requiring speech and language support with make expected progress in reading, writing, phonics and maths	Assessment systems will show expected progress from pupil's starting point in these key areas. Phonics tracker, our phonics knowledge assessment system, will show expected progress in phonics from starting points. Children receiving 1:1 interventions will have made effective progress with their speech as assessed using the Speechlink and Language Link programmes.
To provide children with access to an ambitious, exciting and engaging curriculum which develops awe and wonder and enquiring minds	Whole academy curriculum planning will provide evidence of children accessing an ambitious and well planned curriculum. Evidence will be seen in workbooks of pupil engagement and understanding of the world.

	<p>Assessment systems will show expected progress from starting points in the wider curriculum subject areas.</p> <p>All children will have attended offsite visits and activities</p>
To support social and emotional development so that children can access their learning	<p>ISEND training will be delivered to staff members and evidence will be seen in practise.</p> <p>Observation processes will provide evidence of children being settled during lessons and accessing the learning intentions.</p>
To ensure that all children can access the wider curriculum and develop confidence, further knowledge and understanding of the world	<p>The Thrive and Zones of Regulation approach to behaviour management is used across the academy to support learning and social/emotional development.</p> <p>Observation processes will provide evidence of children being settled during lessons and accessing the learning intentions.</p> <p>Evidence will be seen in workbooks of pupil engagement and understanding of the world.</p> <p>Assessment systems will show expected progress from starting points in the wider curriculum subject areas.</p> <p>All children will have attended offsite visits and activities</p>
Children with SEND, EAL and SEMH (Social, Emotional and Mental Health) needs are supported in their learning	<p>Speechlink Multimedia Ltd</p> <p>Observation of classroom practice and planning will provide evidence of effective differentiation for all pupils</p> <p>THRIVE support for key children and use of the Zones of Regulation strategy will be evident in classroom practice.</p>
To support children of all abilities and ensure they are challenged in their learning by providing specific resources to support different learning styles in order to accelerate progress.	<p>Monitoring and tracking will shows that additional resources are used effectively to support learning and progress.</p> <p>Observation of classroom practice and planning will provide evidence of effective differentiation for all pupils.</p>
To support families to improve attendance and engagement with the school	<p>Assessment and monitoring will show an increase in attendance and engagement with school in most families offered this support</p> <p>Evidence of robust attendance strategies being followed by academy leaders.</p>
To give parents a good understanding of how to support their children's' learning and wider development	<p>Parent feedback will show satisfaction after parent courses and events</p> <p>Regular parental surveys will express a good level of support</p>

	Regular learning support information will be provided on academy and year group newsletters
To provide specific professional development to staff in order to support learners	All staff will have been upskilled in specifically identified areas of CPD Evidence of the University of Brighton Academies Trust's Professional Review Scheme having been implemented to support staff CPD

## 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: £ 19,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing training for all staff to maintain skills and develop teaching practice. This will provide specific professional development to staff in order to support all learners £2000	Monitoring shows training strategies being used and assessment data shows impact in reading, writing and maths	1, 3, 5, 6, 8
Ongoing Teaching Assistant CPD workshops to focus on specific learning needs and to cascade learning from external agencies £1100	Monitoring shows training strategies being used and assessment data shows impact in reading, writing and maths TA feedback shows positive impact in terms of knowledge and confidence	2, 3, 4 5, 6, 7, 9
Additional adult support for learning including individual tutoring and targeted group learning. This will enable individual and small group interventions which target specific learning gaps £16,610	Children's' outcomes have identified that learning gaps for Pupil Premium children have not increased. By the end of Year 2, Pupil Premium pupils achieve outcomes broadly in line with their peers according to teacher assessments.	1, 2, 3, 4, 5, 6, 8

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

Budgeted cost: £ 25,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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 £6400</p>	<p>Speech and Language is an essential building block for all learning and development. During the COVID pandemic, the Speech and Language Team (SALT), were unable to provide 1:1 support within schools - hence, the increased focus on in-school support. Despite this, Speechlink assessments show improvements in this key skill for all pupils on the programme.</p> <p>Assessments show that learning gaps have not widened for the majority of the children with speech and language issues in all key areas.</p>	1, 2, 5, 6, 8
<p>Specific resources to support learning (including IT). This will: provide supportive resources for children's individual learning styles to accelerate progress; support children of all abilities to ensure they are challenged in their learning £2640</p>	<p>Monitoring of resources in class rooms shows use and impact. Class data shows gaps have not widened in reading, writing and maths for Pupil Premium pupils</p>	1, 5, 6, 8
<p>Specialist teacher support for children with additional needs so that children with SEND and EAL are supported in their learning £10,000</p>	<p>EAL children have made appropriate progress in reading, writing and maths with the individualised support.</p> <p>SEND children have made small steps of progress evidenced in ANPs (Additional Needs Plans) and reviews</p>	1, 2, 4, 5, 6, 7, 8
<p>Providing additional assessment systems to record and monitor pupil progress. This will enable teachers and leaders to plan targeted interventions for the learning gaps identified £1250</p>	<p>Assessment systems have been used effectively and children's progress has been analysed for further support</p>	1, 2, 5

Provide children with specific equipment and support so they can access all learning to include offsite visits. This will ensure that all pupils can access off-site visits, extra-curricular activities and the wider curriculum £1600	All children have attended any offsite visits and activities. Support has been provided to children to help access extra-curricular activities	1, 3, 5, 6, 7, 9, 11
Provide access to the wider curriculum through specific programmes – for example, Forest School, Shore Academy. £3500	Registers show attendance at specific programmes. Teacher assessments show that Pupil Premium students achieve broadly in line with their peers. Observation processes will provide evidence of children being settled during lessons and accessing the learning intentions.	7, 9, 11

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

Budgeted cost: £ 22,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
THRIVE provision across the academy to provide increased Mental Health and Emotional Well-being (MHEW) support. This will support the children's social and emotional development so that they can access their learning £8500	THRIVE assessments show that children have improved in their social and emotional development. Teacher assessments show that learning is progressing broadly in line with their peers.	1, 7, 9, 11
Specific support for parents and families – for example, Family THRIVE, Triple P Parenting courses and phonics workshops £1800	Parental exit surveys show that Family Thrive provides an improved understanding of how to support children's learning and wider development Parent surveys show satisfaction with level of support	6, 7, 9, 10
Subsidised extra-curricular activities to		7, 9, 10, 11

ensure that all children have access to the wider curriculum £1250		
Additional 1:1 interventions (for example, ZOR and Talkabout) and resources for supporting children with anxiety and mental health issues – especially where exacerbated by COVID £2850	Children are settled, happy and ready to learn for the majority of their time in school. Teacher assessments show that learning is progressing broadly in line with their peers.	2, 3, 6, 7, 9, 11
Continuation of a whole school programme to support MHEW – Zones of Regulation £1000	Children are settled, happy and ready to learn for the majority of their time in school. Children are emotionally literate, can talk about their emotions and how to regulate	7, 9
The introduction of small, weekly nurture groups for each KS1 class £6740	Children are settled, happy and ready to learn for the majority of their time in school. Children are emotionally literate, can talk about their emotions and how to regulate	7, 9, 11
The introduction of a Calm Room for regulation and emotional support £750	Children are settled, happy and ready to learn for the majority of their time in school. Children are emotionally literate, can talk about their emotions and how to regulate	7, 9, 11

**Total budgeted cost: £ 67,990**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### Contextual information

Due to the COVID-19 pandemic and period of partial school closures, government produced performance measures have not been published for the 2020/2021 and 2020/2021 academic years and any results produced will not be used to hold schools to account.

The University of Brighton Academies Trust's assessment approach for the 2020/21 academic year was as follows:

- *All UoBAT academies to continue to have a broad and balanced curriculum and the end of year assessment capture was to be around the taught curriculum and prioritised areas to support recovery. The focus was to prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, English, and mathematics)*
- *The language of the capture was 'met' or 'not met' the minimum expectation.*
- *The Trust's School Improvement Team provided the assessment criteria for the 'minimum expectations' for each year group. These were for place value and number (Maths) and writing composition (English). Year 2 reading was assessed via the Accelerated Reader program's Star Reader tests to gain a standardised score and reading age*
- *The same principles were applied in EYFS for prioritising the identification of gaps and re-establishing good progress in the essentials. EYFS teachers focussed on the prime areas of learning to support pupils following their time out of the academies. In addition, teachers assessed and addressed gaps in language, early reading and mathematics,*

The table below provides information relating to 'minimum expectation outcomes' for the Year 2 cohort of Dudley Infant Academy:

<u>UoBAT Minimum Expectations measure</u>				
<b>Year 2 - PP/Non PP attainment gap</b>				
	Reading	Writing	Number	RWN Combined
All Pupils	63%	52%	66%	49%
Pupil Premium Pupils	50%	43%	43%	50%
Gap	13%	9%	23%	+1%

The table below provides information relating to 'minimum expectation outcomes' for the EYFS cohort of Dudley Infant Academy:

*N.B – Dudley Infant Academy participated in the EYFS Early Adopter Scheme and was therefore working to the proposed EYFS reforms due to commence in the 2021/2022 academic year. The new reforms make reference to learning (in particular, to writing) that has previously been undertaken at nursery provision that Dudley EYFS teachers were unable to make accurate judgment upon:*

### UoBAT Minimum Expectations measure

#### **EYFS - PP/Non PP attainment gap**

	Reading	Writing	Number	RWN Combined
All Pupils	68%	40%	77%	37%
Pupil Premium Pupils	64%	21%	71%	21%
Gap	4%	19%	6%	16%

### **PHONICS**

Contextual information:

Due to the Covid 19 pandemic, the Year 2 cohort of children did not undertake a phonics screening assessment that would usually be a statutory requirement at the end of Year 1. However, in line with government expectations, the academy undertook a phonics screen with the Year 2 pupils in December 2020 but government produced performance measures have not been published for the 2020/2021 and 2020/2021 academic years and any results produced will not be used to hold schools to account. There was no requirement for the phonics screen to be retaken by pupils

The Covid 19 pandemic and the subsequent partial closure of the academy had a significant impact upon the ability of the school to undertake all of the intended actions detailed on last years' Pupil Premium Strategy Statement. With this in mind, many of the barriers identified last year remain the same for this academic year as do many of the planned strategies that we will utilise the Pupil Premium and Recovery Premium funding for. It has been challenging to fully analyse accurately the impact of last year's funding due to the amount of time that children were not in the academy. In addition, difficulties have been faced with measuring pupil progress and attainment that would ordinarily be used to gauge impact of expenditure.

## **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*

<b>Programme</b>	<b>Provider</b>
Zones of Regulation	ISEND training
Thrive	Thrive approach
Speechlink	Speechlink Multimedia Ltd
Forest School	The Education Futures Trust
Therapeutic Storytelling	The Education Futures Trust

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A