

Pupil Premium Strategy Statement 2021-2024

Askern Littlemoor Infant Academy



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. We are now in the third year of our three-year Pupil Premium Strategy.

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
School Name	Askern Littlemoor Infant Academy
Number of pupils in school (including Nursery)	188
Proportion (%) of pupil premium eligible pupils (including EYPP)	38%
Academic years that our current pupil premium strategy plan covers	2021/2022 to the end of 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2024
Statement authorised by	Carol Ann Turner Executive Head teacher
Pupil Premium Lead	Katy Eades
Governor/Trustee Lead	Tony Mulvey

Funding overview

Pupil Premium funding allocation for this academic year	£63,098
Pupil Premium funding allocation carried forward from previous years	£0

Pupil Premium Strategy Plan

Statement of intent

At Askern Littlemoor Infant Academy, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. Given the high levels of deprivation in the locality (Indices of Multiple Deprivation is 42.9 and most pupils live in the top 10% most deprived areas in Doncaster), we recognise that not all socially disadvantaged pupils qualify or are registered for Free School Meals and we therefore strive to remove educational inequality for all children.

The school uses the grant to support disadvantaged pupils, which comprise pupils with a range of different abilities, to diminish the difference between disadvantage children and their peers. We prioritise building on our children's actual starting points and secure prior learning when designing our curriculum, school development plan and pupil premium strategy. All three of these plans echo each other and lie at the heart of our provision.

Evidence-based research is used to inform our decisions on pupil premium spending, with the Education Endowment Foundation's research and resources helping to formulate our decisions. We also respond to the specific needs of our children and cohorts, learning from what works effectively in our school.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We provide targeted support in phonics and reading to improve vocabulary, language and oracy skills which impact upon all other areas of the curriculum. We also provide targeted support in SEMH and strive to provide a range of wider opportunities through our Aspire curriculum to give children the very best start in life and promote cultural capital for all.

Challenges

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

Challenge number	Detail of challenge
1	Language, vocabulary and oracy skills which impact upon reading and writing.
2	Wider and extra-curricular opportunities to develop resilience, improving learning behaviours and pupil outcomes.
3	Social, emotional and mental health Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by Covid to a greater extent than for other pupils, particularly within our Nursery setting.
4	Attendance is a barrier to learning, especially persistent absence.
5	Partnerships with Parents and Carers

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
Improved oral language skills and vocabulary among disadvantaged pupils, which impacts on reading and writing standards.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Increased % of pupils meeting the standard of the Phonics Screening Test. Aspirational target of 95%.</p> <p>Increased % of pupils who can read fluently and accurately – measured by % of pupils reaching ELG in YR and ARE in Y1 and Y2.</p> <p>Quality of teaching improves.</p> <p>Assessments of key intervention groups.</p> <p>Numbers of children requiring additional phonics reducing over time/in different year groups.</p>
For all pupils to have improved resilience through access to wider opportunities that will impact positively on learner behaviours and pupil outcomes	Pupils have engaged in a wide variety of activities and opportunities in each year group as part of our Aspire curriculum.

	<p>Metacognition lessons delivered on a regular basis to all year groups to develop resilience and metacognition.</p> <p>Outdoor learning is accessed regularly and supports all subjects.</p> <p>School is proactive in engaging with external providers and seeking out opportunities where possible. Pupils work with greater resilience and independence in lessons as evidenced through learning walks, lesson observations and pupil voice.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>Decrease in pupil absence year on year</p> <p>Decrease in PA year on year</p> <p>Families are supported in resolving any issues which impact on a pupil's attendance.</p> <p>Poor attendance does not impact on pupil progress and attainment</p>
<p>To improve the engagement of all parents and carers in remote/home learning</p>	<p>Parents and carers feel confident in supporting pupils' progress at home.</p> <p>Hard to reach/vulnerable families are interacting with the VLE- using the Seesaw App on a regular basis.</p> <p>A consistent approach to promoting reading at home has raised the profile of reading and as a result, more pupils now read at home.</p>

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: £19,971

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued investment in our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Phonics lead and key TAs working throughout KS1 to deliver small intervention groups providing targeted support for all children who are below standard in reading.</p> <p>Refresher training CPD for all staff teaching phonics using RWInc trainer and Phonics Lead.</p> <p>Daily timetabled teaching of RWInc in EYFS/KS1</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>

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

Budgeted cost: £39,942

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oral Language Interventions Targeted reading aloud and book discussion with our young children.</p> <p>Explicitly extending pupils' spoken vocabulary</p> <p>NELI F2 Intervention programme</p> <p>Using structured questioning to</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p>	<p>1, 4</p>

<p>develop pupils' comprehension skills</p> <p>EALIP implemented to develop early language, including the ability to speak in simple sentences.</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Key Adults and those that work with the most vulnerable pupils are supported within their role by the SENCo. Mental Health practitioner CPD</p>	<p>EEF toolkit states social and emotional strategies has a +4 month impact on disadvantaged pupils -EEF Guidance Report Improving Social and Emotional Learning in Primary Schools states that SEL skills should be modelled and taught explicitly. The Guidance report also states that SEL skills should be reinforced through a whole-school ethos and activities.</p>	2,3,5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Phonics lead LSA working throughout KS1 in small intervention groups providing targeted support for all children who are below in reading.</p> <p>Refresher training CPD for all staff teaching phonics. Daily timetabled teaching of RWInc in EYFS/KS1 -</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Campsmount PE coaches and coach from Fit2Play provide additional sporting opportunities within all year groups.</p> <p>PSHCE leads to deliver CPD in Jigsaw to enable teachers to model resilience and positive learner behaviours; thinking out loud, modelling and class discussions</p>	<p>Sutton Trust: Parent Power 'Parents</p> <p>From all socioeconomic backgrounds want to do the best for their children. However, it is clear that parents from higher socioeconomic groups have considerably greater financial and cultural resources with which to do so. Findings in this report demonstrate that the decisions, advice and support parents can give their children are heavily stratified along socioeconomic lines; limiting the ability of parents without money, networks or knowledge to give their children the best possible chance of succeeding in the educational system through access to extra-</p>	2

	curricular activities and cultural visits.'	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£3,185**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Revised Trust Attendance Policy is fit for purpose and robust procedures which are in line with the DFE's Working Together to Improve Attendance Document- May 2022.</p> <p>This will involve training and release time for attendance and pastoral staff to develop and implement the revised procedures within school and the Trust.</p>	<p>Evidence shows that the pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. In addition, for the most vulnerable pupils, regular attendance is an important protective factor and the best opportunity for needs to be identified and support provided.</p>	<p>4</p>
<p>Regular monitoring of pupil premium attendance with Admin Attendance Lead, SLT and Pupil Premium Lead.</p> <p>Clear system for monitoring attendance. Escalation procedures initiated proactively e.g meetings with Pupil Premium Lead and Attendance Lead (Letter 1, Letter 2, home visits etc.)</p> <p>Meetings are held and measures are implemented to support families and improve attendance of pupils in a timely and effective manner with pastoral lead and SLT.</p> <p>All parents feel that their children are safe.</p>	<p>For the most vulnerable pupils, regular attendance is an important protective factor and the best opportunity for needs to be identified and support provided.</p>	<p>4</p>
<p>Experienced member of SLT established as the parental engagement lead throughout school.</p> <p>Consult all parents about how they would like to be involved with their children's learning.</p>	<p>Research from the EEF Guidance Report: Parental Engagement explains that effective plans and communication systems with parents can be</p>	<p>5</p>

<p>Strive to ensure even hard to reach families are engaging and talk to parents who are less involved about what support they would find helpful.</p> <p>Arranging parent assemblies and workshops.</p> <p>Offer carefully selected books plus advice and support for early reading.</p> <p>Deliver school CPD on parental engagement.</p>	<p>effective for improving attainment and attendance.</p>	
<p>Subsidise all trips to ensure that the maximum spent is £18 for day visits. Pay for a range of experiences within school which enhance and broaden the curriculum for our children. Deliver 'bucketlist' experiences as devised by the staff to extend the experiences of our children, improve attitudes to learning and promote language development</p>	<p>"It is a risk to social mobility if pupils miss out on opportunities to study subjects and gain knowledge that could be valuable in subsequent stages of education or in later life. Restricted subject choice for low-attaining pupils disproportionately affects pupils from low income backgrounds." (Chief Inspector of OFSTED- Nov 2017)</p>	<p>2,4,5</p>

Total Budgeted Cost: £63, 098

Part B: Review of the previous academic year (2022-2023)

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using EYFS, Year 1 and Y2 Performance Data.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

Pupil Progress

Early Years Attainment

56% of PP children attained GLD in 2023, compared to 52% in England. 63% pupils overall attained GLD, just below national data (65%).

Y1 Phonics Screening Check

78% of pupils attained the Y1 Phonics Screening Check in 2023 which was broadly in line with

national data, (79%), with 71% of PP attaining the standard. Nationally, 67% of PP pupils attained the Y1 Phonics Screening Check 2023.

End of Y2 Phonics Outcomes 83% of all pupils attained the Y1 Phonics standard, with 77% of PP pupils meeting the expected standard. Nationally, 88% of all pupils attained the Y1 Phonics standard and 81% of PP pupils did so nationally.

KS1 Outcomes 2023 46% of PP children achieved the expected standard in Reading, Writing and Maths, compared with 40% nationally. In Reading 62% of PP pupils achieved the expected standard (nationally 64%). In Maths 46% of PP pupils achieved the expected standards compared with 56% nationally. In Writing 54% of PP of pupils achieved the expected standard, (45% nationally).

SEMH Staff voice and learning walks demonstrated that all children were settled and learning. Children are happy in school and want to be here. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Attendance continues to be a key focus for 2023-2024 and the school is implementing Leger Education Trust's Revised Attendance Strategy, linked to the new DfE document (Working Together to Improve Attendance). An Attendance Driver Group has been set up across the Trust to support individual schools to implement the attendance strategy, ensuring there is rigour and consistency in our approaches to raising attendance.

The overall attendance in 2022-2023 was 92.3% and we are working hard this year to ensure that this figure rises to at least 95%.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such

as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.