

Pupil premium strategy statement

School overview

Metric	Data
School name	John Ray Infants
Pupils in school	314
Proportion of disadvantaged pupils	90 children
Pupil premium allocation this academic year	£85,045
Academic year or years covered by statement	2022-2023
Publish date	OCT 2022
Review date	JULY 2023
Statement authorised by	Lisa Christian
Pupil premium lead	Tina Kittles Jo Hales
Governor lead	Karen Wark

Disadvantaged pupil attainment scores for last academic year

Measure	Score
Reading	39%
Writing	35%
Maths	52%

Teaching priorities for current academic year

<p><i>At John Ray Infants our intention is that all pupils make good progress and achieve high attainment across the curriculum. Our focus is to support disadvantaged children to achieve that goal. High quality teaching is proven to have the greatest impact alongside robust assessments. Early intervention is at the heart of our approach so that we ensure that needs are met.</i></p>		
Aim	Target	Target date
Priority 1: To support staff to deliver phonic lessons that are consistently good or outstanding. Focusing upon oral blending and segmenting.	To improve the quality and consistency of the teaching of phonics across the school. All class session structures to include = Review, oral blending and segmenting, teach/learn, practise, apply.	July 2023

<p>Priority 2: To develop a broad and engaging curriculum that focuses on vocabulary acquisition within the classroom</p>	<p>Teachers to plan and implement new curriculum to meet speaking and listening needs (developing Oracy Curriculum)</p> <ul style="list-style-type: none"> • Emphasis on spoken language and verbal interactions. • Include Let's Talk session into daily plans. • Speech and language baselines to be carried out in EYFS using Wellcomm. This will enable staff to quickly identify children who would benefit from speech and language support. • Kerrie McGiven (SAT) to lead Oracy training for staff in school. 	<p>Ongoing throughout the year - July 2023</p>
<p>Priority 3: To increase parental engagement in children's learning</p>	<p>Delivering workshops and inviting parents into school to take an active part in their child's learning.</p>	<p>Ongoing throughout the year -July 2023</p>

Measure	Activity
<p>Priority 1</p>	<p>Research has proven that teaching phonics is the best way to teach children to read, and reading is fundamental to a child's ability to be successful across all areas of school life and beyond.</p> <p><i>"The evidence is clear that direct systematic instruction in phonics during the early years of schooling is an essential foundation for teaching children to read. Moreover, where there is unsystematic or no phonics instruction, children's literacy progress is significantly impeded, inhibiting their initial and subsequent growth in reading accuracy, fluency, writing, spelling and comprehension."</i> (National Inquiry into the teaching of literacy)</p> <p>Whole school approaches:</p> <ul style="list-style-type: none"> ➤ Whole staff training= elements of phonics and lesson structure. ➤ Increased phonics sessions = EYFS using additional fast phonics sessions. Year 1 twice daily sessions including fast phonics. ➤ Parent workshops= increase parental engagement. ➤ Early interventions = Small group phonics interventions, precision grids, booster Phonics groups. ➤ Purchasing quality whiteboards with lines in year 2/1/EYFS <ul style="list-style-type: none"> ➤ To support the early letter formation and handwriting of all children especially PP children. Lines on whiteboards will improve skills and confidence and

	<p>means children can get into good habits straight away. Writing will become legible and this will have more of an impact when they apply this to their writing books.</p> <ul style="list-style-type: none"> ➤ Purchasing horseshoe tables for each EYFS classroom ➤ When working in a small group, all children will be facing the teacher/LSA, all children will be active learning and misconceptions can be identified quickly and effectively. Modelling is essential and all children will be able to observe directly without distractions. <p><i>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.” (EEF)</i></p>
<p>Priority 2</p>	<p>Implement the Oracy Curriculum into planning.</p> <p><i>“The need for relentless focus on language acquisition and language comprehension. By addressing this issue, we will support better self-esteem, self-efficacy, self-regulation, self-confidence. Whole school expertise on addressing the vocabulary gap.” (Marc Rowland)</i></p> <p>Whole class reading approaches to develop fluency, pace, expression and vocabulary.</p> <ul style="list-style-type: none"> • Targeted reading aloud and book discussions • Explicitly extending Pupils spoken vocabulary (quality texts) • Structured questioning to develop reading comprehension • Fluency and pace of speech • Tonal variation • Clarity of pronunciation • Summarising and giving reasons • Active listening and turn taking (talk partners) <p>Classroom activities to include:</p> <ul style="list-style-type: none"> • Debates, interviews, following instructions, role play, listening walks, paired work, group work, hot seating, whole class discussions, performing poetry. <p><i>“In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice and succeed in school and life” (Voice21)</i></p> <p>Speech and language baselines to be carried out in EYFS using Wellcomm. This will enable staff to quickly identify children who would benefit from speech and language support. Baselines will be carried out by a trained LSA. By tracking all children, this will aid in identifying concerns in language, communication and interaction.</p>

“Children with reading difficulties who were exposed to explicit vocabulary teaching benefitted three times as much as those who were not. Not only that, all children benefitted from such vocabulary instruction.” (Elleman, Linda, Morphy & Compton)

Staff to highlight on planning speaking and listening opportunities including opportunities for **Let’s Talk** Sessions.

Let’s Talk sessions:

- | | |
|--------------------------------|--------------------------|
| -Can you prove it to me? | -What do you think? |
| -Tell me more about... | -I agree because... |
| -Explain your answer | -Can I challenge that... |
| -I noticed that... | -I disagree because |
| -Why do you think? | - I wonder whether... |
| -I think we should consider... | -What do you think? |

Teachers/LSAs to use question stems to stimulate talk and discussions.

- Focus upon Standard and non-standard English

Teachers to undertake assessments to track progress and identify early interventions (Phonics Tracker).

Accuracy and fluency of:

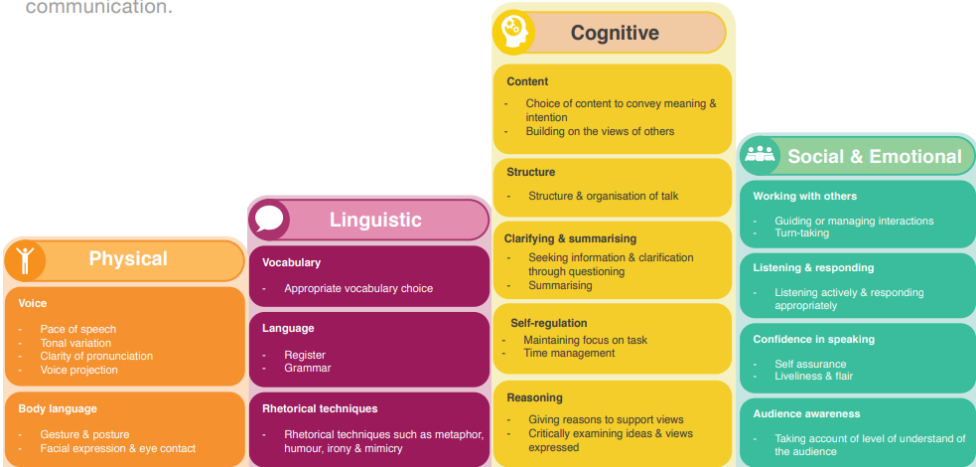
- Phonological awareness
- Reading and writing letter sounds
- Reading and writing phonic words
- Reading and writing High Frequency Words/Common Exception words.

In years 1 and 2 reading comprehension tasks will be set and tracked.

Phonics across the school to develop oral blending and segmenting to improve the quality and consistency of the teaching of phonics.

“Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.” (ECC)

School development of the Oracy curriculum to include the Oracy framework.

	<p>The Oracy Framework</p> <p>Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.</p>  <p>Physical</p> <ul style="list-style-type: none"> Voice <ul style="list-style-type: none"> Pace of speech Tonal variation Clarity of pronunciation Voice projection Body language <ul style="list-style-type: none"> Gesture & posture Facial expression & eye contact <p>Linguistic</p> <ul style="list-style-type: none"> Vocabulary <ul style="list-style-type: none"> Appropriate vocabulary choice Language <ul style="list-style-type: none"> Register Grammar Rhetorical techniques <ul style="list-style-type: none"> Rhetorical techniques such as metaphor, humour, irony & mimicry <p>Cognitive</p> <ul style="list-style-type: none"> Content <ul style="list-style-type: none"> Choice of content to convey meaning & intention Building on the views of others Structure <ul style="list-style-type: none"> Structure & organisation of talk Clarifying & summarising <ul style="list-style-type: none"> Seeking information & clarification through questioning Summarising Self-regulation <ul style="list-style-type: none"> Maintaining focus on task Time management Reasoning <ul style="list-style-type: none"> Giving reasons to support views Critically examining ideas & views expressed <p>Social & Emotional</p> <ul style="list-style-type: none"> Working with others <ul style="list-style-type: none"> Guiding or managing interactions Turn-taking Listening & responding <ul style="list-style-type: none"> Listening actively & responding appropriately Confidence in speaking <ul style="list-style-type: none"> Self assurance Liveliness & flair Audience awareness <ul style="list-style-type: none"> Taking account of level of understand of the audience
Priority 3	<p>Increase parental engagement</p> <ul style="list-style-type: none"> Phonics workshops Parents invited to watch phonics in action Maths workshops Class assemblies Events throughout the year such as den days, performances,.
Barriers to learning these priorities address	<p>Time management to successfully lead Wellcomm in EYFS. Cover for LSA to carry out successfully.</p> <p>Maths/English leads to have time to plan/deliver workshops.</p> <p>Teachers to plan high quality lessons during PPA and highlight speaking and listening opportunities.</p>
Projected spending	<p>£4,500 – Tutoring</p> <p>£250 Kerrie McGiven training.</p>

Targeted academic support for current academic year

Aim	Target	Target Date
<p>Priority 1</p> <p>To boost children self-esteem and confidence.</p> <p>To narrow the gap and lead successful interventions.</p>	<p>To lead a range of targeted interventions to meet the needs of pupils.</p> <ul style="list-style-type: none"> Breakfast club – To provide breakfast daily for invited children. Speaking and listening groups Nessy Mathlectics LSA target support groups 	<p>Ongoing throughout the year.</p>

Priority 2 To monitor attendance.	To monitor attendance through employment of an Attendance Officer and use of CPOMs <ul style="list-style-type: none"> Attendance officer to work closely with PP lead to highlight concerns. Attendance officer to work closely with parents. Fortnightly meetings between AO and HT established. Persistent absentees/vulnerable families identified and offered phone calls. Attendance cup/best class attendance displayed in newsletter. 	Ongoing through the year
Barriers to learning these priorities address	Children's home life and lack of parental engagement. Providing a safe and secure environment in which children can thrive. Children's mental health and well-being has dipped. Having a breakfast club and a behaviour support LSA helps to ensure children come in calmly and ready to learn. Identifying and addressing misconceptions and gaps as early as possible. Giving extra support to those children who are not receiving it from home. Children's vocabulary has noticeably dipped which holds back reading and understanding. Developing interventions to narrow the gap.	
Projected spending	£2,050.81 (catch-up interventions LSA) £16,080 (PP LSA) £13,620 (Attendance officer) £1,134 (Mathletics) £894.50 (Nessy)	

Measure	Activity
Priority 1	<p><u>Breakfast Club led by school behaviour LSA:</u> 100% salary of trained Behaviour support LSA</p> <ul style="list-style-type: none"> To develop children's social and emotional learning to improve children's decision-making skills, interaction with others and their self-management of emotions. To develop a positive school ethos for greater engagement, motivation and interaction in classes. To seek to improve attainment by reducing challenging behaviours. To provide a safe environment where children feel secure to express their emotions. To build relationships with both staff and children who they can trust. To take part in meaningful interactions during play-based tasks.

“Recognising a feeling, naming an emotion and knowing how to share it, makes it easier to understand and to deal with.” (ECC)

- Track progress made using difficulties questionnaire.

Speech and language sessions led by trained LSA:

- 1:1 and group speech and language sessions with trained LSA to develop spoken language and vocabulary skills
- The delivery of Wellcomm in EYFS

“One in four children who struggled with language at age five did not reach the expected standard in English at the end of primary school, compared with one in 25 children who had good language skills at age five.” (Save the Children)

LSA to lead Mathletics Interventions:

- Mathletics provides learners with the chance to put their mathematics skills to use through activities and challenges that are relevant and attention-grabbing. It is a good platform for reinforcing maths learning taught in school. It offers rote and repetitive learning to embed learning. Teachers can set content and specific tasks for children to practice skills. Teachers can see outcomes and monitor progress – strengths and weakness.
- Making this online platform accessible to our PP children as many lack computing equipment at home.
- Teacher to run Mathletics club after school.

LSA to lead Nessy Interventions:

- Nessy Reading and Spelling program is highly effective in raising the reading level attainment of children. It can be monitored by classroom teachers or teacher's assistants and achieve very good results.
- It is designed to help all abilities to learn to read, spell, type and write.
- Making this online platform accessible to our PP children as many lack computing equipment at home.
- Action words Year 2
- Precision Grids
- Teacher to run Nessy club after school.

Wider strategies for current academic year

Measure	Activity
Priority 1	To increase parental engagement. Parents play a crucial role in supporting their children’s learning.

Parental engagement

Maths Workshops:

- Maths lead/PP lead to support parents by running workshops. Focused upon place value and calculation from FS to year 2. Models and images to be shared and calculation policy sent home to all parents.
- Aim to develop parental skills in supporting Maths learning at home.
- To improve parent's confidence when supporting learners.
- To provide parents with models and images to use to support learners at home.
- To create a purposeful learning environment of high quality using practical strategies, tips, support and resources.
- To narrow the gap for learning.

English Workshops:

- English lead/PP lead to support parents by running workshops. Focused upon phonics, reading and writing.
- Aim to develop reading at home.
- To improve parent's confidence, knowing how to support children successfully.
- To share ways to make English activities fun and engaging.
- To create a purposeful learning environment of high quality using practical strategies, tips, support and resources.
- To narrow the gap for learning.

"By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading". EEF

Bed Time Books:

- To encourage quality time sharing and reading a book together. To extend children's vocabulary by reading a variety of quality texts.

Busy Bags:

- To make time to play games with children. Focusing upon putting away phones/technology to have 'quality' time with their children. To build speaking and listening skills. To develop turn taking.

School PE kits:

- Provided to children who do not have their own PE kits.
- Improve the school's uniform consistency allowing all children to access the PE curriculum safely.

Tapestry (EYFS):

	<ul style="list-style-type: none"> Learning platform to celebrate learning and encourage parents to upload home learning/achievements. All tool for staff/parents to communicate successfully.
<p>Priority 2:</p> <p>To build memorable moments.</p>	<p>Providing memorable moments to excite and stimulate learners. Providing learning that is new.</p> <ul style="list-style-type: none"> Year 2 visit to London to watch The Lion King theatre show.
Barriers to learning these priorities address	Hard to reach families. Breaking down barriers so that parents feel supported to attend workshops. Changing the mindset of many families – the need to socially interact at home. Ensuring children are emotionally ready for home/school learning.
Projected spending	<p>£5.150 (Breakfast Club support staff)</p> <p>£22.249 (Behaviour support/Breakfast club support LSA)</p> <p>£4.800 (S+L LSA)</p>

Monitoring and Implementation

Area	Monitoring and evaluation	Action and Impact
Teaching	<p>PP lead to collect planning to carry out planning scrutiny.</p> <p>Head/SLT/PP lead to carry out drops in/observations to ensure high quality teaching.</p> <p>PP lead to carry out Pupil perception surveys</p>	<p>Termly data checks, Pupil progress meetings.</p> <p>Highlighting early interventions.</p>
Targeted support	<p>PP lead to monitor interventions. To ensure progress is being made.</p> <p>LSA to feedback progress and carry out half termly progress checks.</p>	<p>Termly data checks, Pupil progress meetings.</p> <p>Highlighting early interventions.</p> <p>Monitor online platforms for progress and track on Target Tracker.</p>
Wider strategies	<p>Engage families facing most challenges.</p> <p>Send parental survey to identify the need of our families.</p> <p>PP lead to liaise with class teachers to discuss parental involvement.</p>	<p>Work closely with families/junior school/Attendance Officer on making links and monitoring these families.</p> <p>Using TLRs to build trust and positive relationships.</p> <p>Open door policy.</p> <p>Offering resources.</p>

Review: last year's aims and outcomes

Aim	Outcome
To support staff to deliver lessons that are consistently good or outstanding. Focusing upon teacher scaffolding, modelling and explanations.	Drop ins/observations were good, lessons had clear structures. Greater improvement upon scaffolding and modelling tasks. Children clear of learning expectations.
To develop the Oracy curriculum	Classes increased the amount of time allocated to speaking and listening tasks. Greater emphasis on vocabulary and meanings. Many opportunities for talk partner, group and whole class discussions.
To provide Breakfast Club daily for invited children	Breakfast club provided a safe place to communicate thoughts and feelings. Mrs Lee worked well with families to build relationships with families who would not have engaged.