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## Pupil Premium Strategy Statement (2019/20) 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	2019/20	Total PP budget	£27,000	Date of most recent PP review	Sept 2019
Total number of pupils	177	Number of pupils eligible for PP	20	Date of next review	Sept 2020

2. Barriers to future achievement
Within academy <ul style="list-style-type: none"><li>• Children requiring additional support to achieve age related expectations in core subjects</li><li>• Children requiring specific Speech and Language support</li><li>• Children requiring specific teaching in order to be socially confident and age appropriate</li><li>• Children who have English as an Additional Language (EAL)</li><li>• Children who have particular learning needs and styles</li><li>• Children who have specific conditions which need addressing in order to overcome barriers to learning</li><li>• Children who are experiencing increasing levels of mental health issues</li></ul>



<b>3. Barriers to future achievement</b>
External barriers: <ul style="list-style-type: none"> <li>• Parents needing support for their children to access the wider curriculum and enrichment activities</li> <li>• Parents needing support in order to raise confident, well-adjusted children</li> <li>• Children who require further intervention to prepare them for transition</li> </ul>

**4. How we will spend the funding and why:**

<b>What will we spend it on?</b>	<b>Why:</b>	<b>How will we know we are successful?</b>
Additional adult support for learning <b>£4000</b>	To enable individual and small group interventions which target specific learning gaps	Children's' outcomes will identify that learning gaps have closed. 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 programmes to support learners <b>£4000</b>	Speech and Language is an essential building block for all learning and development	Follow up assessments will show learning gaps have been closed. Wider curriculum assessments will show progression broadly in line with peers
THRIVE provision across the academy <b>£5000</b>	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.



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Specific support for parents and families – for example, Family THRIVE , Triple P Parenting courses and phonics workshops <b>£1250</b>	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 <b>£500</b>	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) <b>£1000</b>	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	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 <b>£8,000</b>	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 <b>£750</b>	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
Providing additional assessment systems to record and monitor pupil progress <b>£1000</b>	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 <b>£1000</b>	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 <b>£500</b>	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



**5. Review of the impact of funding for 2017/18**

Academic Year	2018/19	Total PP budget	£42,492
Total number of pupils	173	Number of pupils eligible for PP	29

**What we spent the funding on and why**

<b>What we spent it on?</b>	<b>Why:</b>	<b>Impact:</b>
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	<p>82% of Pupil Premium pupils achieved the national expectation for the statutory phonics screen in Year 1. This is an increase of 6% from last year. The national standard for PP children was 71% and the national standard for Non PP was 84%.</p> <p>100% of Pupil Premium pupils achieved the national expectation for phonics screening in the Year 2 retake. This is an increase of 7% from last year. Non Pupil Premium pupils achieved 93%. The national standard for PP children was 85% and the national standard for Non PP was 93%.</p> <p>At the end of KS1 results, 64% of Pupil Premium children achieved ARE (Age Related Expectations) in Reading – an increase of 4% year on year. This compares to 78% of Non-Pupil Premium pupils nationally. The national standard for PP children was 62%.</p>



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Additional home learning opportunities through the reading programme Bug Club	To increase parental engagement and support frequent reading	Increased frequency of reading as noted in children's home reading records and an increase in achievement as above.
Curriculum enrichment opportunities through the use of visiting specialists	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 have improved in their social and emotional development. Pupil Premium children achieving GLD at Early Years and ARE in Reading, Writing and Maths at the end of KS1 as detailed in the tables below
Funding for after school clubs to support health and wellbeing	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 Shore Academy, Therapeutic Storytelling and alternative provision	To support social and emotional development so that children can access their learning. To ensure that all children can access the wider curriculum and develop confidence, further knowledge and understanding of the world	All Year 1 children have attended Shore Academy All children have attended offsite visits and activities Before and after surveys show impact in children's confidence following Therapeutic Storytelling Alternative provision has been highly effective in supporting one particular child to stay at school
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
Additional practical resources to support learning	To provide specific resources to support different learning styles in order to accelerate progress.	Monitoring and tracking shows that additional resources are used effectively to support learning and progress



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	To support children of all abilities to ensure they are challenged in their learning	
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**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%)
% reaching greater depth standard (GDS) - Maths	9% (13%)	12% (12%)	30% (36%)	24% (25%)

	<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%)



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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