



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

School overview

Detail	Data
School name	Foley Infant Academy
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	12.6% (20 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22,22/23, 23/24
Date this statement was published	January 23
Date on which it will be reviewed	September 23
Statement authorised by	Gemma Fox (Head of School)
Pupil premium lead	Gemma Fox
Governor / Trustee lead	Simon Knee (LGB)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,700
Recovery premium funding allocation this academic year	£3,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£30,745

Part A: Pupil premium strategy plan

Statement of intent



Our ultimate objectives for your disadvantaged pupils?

- Our ultimate objectives for our disadvantaged pupils are that they match or exceed their peers both using in school tracking data and nationally
- Children with SEND needs make good or better progress from their individual starting points
- Children who are judged to be working at ARE are sufficiently challenged to enable them to reach greater depth
- Our disadvantaged pupils have access to a wide range of co-curricular activities to ensure they have increased wider experiences and enhanced cultural capital

How does your current pupil premium strategy plan work towards achieving those objectives?

- Every class teacher is aware of their disadvantaged pupils so that they can factor this into planning, aspirational target setting, monitoring pupils progress discussions and quality first wave teaching
- Children are closely tracked following a base line assessment of need. Children are tracked against their areas of learning and appropriate, targeted interventions are put in place and closely monitored for impact
- Professional dialogue takes place with class teachers and the school SENCo regarding individual children and classroom strategies needed to support their learning. Where appropriate children are assessed against the Birmingham SEND Continuums and ITPs are written to ensure good or better progress from each child's starting point
- Children who are disadvantaged and also at ARE are known by the class teacher and are identified in planning; therefore targeted in quality first teaching strategies to enable them to move to greater depth
- Disadvantaged children are prioritised for school clubs and where these are in-house clubs, the children attend at no cost

What are the key principles of your strategy plan?

The key principles of our strategy plan reflect the Foley Values which are a thread found woven through the fabric of our school.

Be Respectful
Be Aspirational
Be Resilient
Be Proud
Be You
Be Foley.



Challenges

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

Challenge number	Detail of challenge
1	To improve the Progress and attainment of our disadvantaged pupils to reduce the progress gap in R, W, M
2	To Improve low language and communication skills on entry to school which impact the acquisition of skills, vocabulary and knowledge across the curriculum
3	There is a significant number of disadvantaged pupils who are persistent absentees (below 90% attendance). Their absence is being managed through appropriate school processes
4	There are several disadvantaged children who have SEND provision within school (4/20 – 20%, 2 of these pupils have an EHCP)
5	There are 15 boys and 5 girls who are classed as disadvantaged. Of the four children who overlap between disadvantaged children and SEND needs, all are boys
6	Further develop the cultural capital and personal potential of our disadvantaged pupils by improving their engagement in enrichment activities and the school Leadership Team

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 progress for disadvantaged pupils.	<ul style="list-style-type: none"> The percentage of disadvantaged pupils who make expected or better progress from the end of EYFS to the end of KS1 in Reading, Writing and Maths is above national and improving year on year To reduce the gap between progress measures for disadvantaged and non disadvantaged pupils in all year groups
Improved attainment for disadvantaged pupils.	<ul style="list-style-type: none"> Attainment for disadvantaged pupils is in line with or better than the equivalent measure for National non disadvantaged students To reduce the gap in attainment for disadvantaged and non-disadvantaged pupils in all year groups



<p>Outcomes in the Year 1 Phonics Screening Test</p>	<ul style="list-style-type: none"> • The percentage of disadvantaged Year 1 pupils who pass the PSC is above national disadvantaged and closer to national non-disadvantaged figures
<p>Improved attendance and punctuality</p>	<p>Ensure attendance of disadvantaged pupils is above 96%</p> <ul style="list-style-type: none"> • School data shows punctuality of disadvantaged children has improved • Reduce the proportion of persistent absentees amongst the disadvantaged cohort • Term time absence/holidays are reduced • Remove or overcome the barriers and obstacles that limit attendance amongst disadvantaged pupils including (amongst others): <ul style="list-style-type: none"> • emotional wellbeing • exclusions • Special Educational Need • Safeguarding challenges • Subject specific barriers
<p>Improved communication and language skills including an increase in higher tiered vocabulary</p>	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved vocabulary among disadvantaged pupils. • Wellcomm impact data shows improved language skills
<p>Children who are both disadvantaged and have been identified as SEND will be supported with targeted interventions and Quality First Wave Teaching throughout the year which are bespoke and tailored to their needs.</p>	<p>These pupils will be tracked individually and make good or better progress based on their individual starting points.</p>
<p>Those children who are identified as previously been in care or have involvement with Social Care/Early Help will have targeted interventions and Quality First Teaching throughout the year which are bespoke and tailored to their needs.</p>	<p>These pupils will be tracked individually and will make good or better progress based on their individual starting points.</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

Budgeted Cost: £26000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of a full time Teaching Assistant who will focus on disadvantaged children in class and interventions across KS1. £16,000	EEF Guide to the Pupil Premium – Autumn 2021 Making the Best use of Teaching Assistants: Guidance Report	1 - 6
Continue to develop a language rich classroom environment in EYFS and use the language diagnostic/intervention strategy WELCOMM to support rapid rates of progress of disadvantaged pupils below national expectations. £2,000	EEF - Oral language interventions toolkit strand +6 months EEF EYFS – communication and language approaches +6 months	1 - 6
Purchase a wide range of fiction and nonfiction books to encourage disadvantaged pupils to read regularly at school and promote a love of reading out of school. £2000	EEF – Reading comprehension strategies +6 months EEF – Homework +5 months EEF - Parental engagement +4months	1 - 6



Development of EYFS/Forest school environment to enhance physical and outdoor learning opportunities for all pupils £2,500	EEF- Physical development approaches	1, 2, 4, 5, 6
Implementation of a maths mastery approach Power Maths £3,000	EEF – Mastery Learning	1

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

Budgeted Cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Interventions delivered by Teaching Assistants for targeted pupils (see above cost)	EEF - Making the Best use of Teaching Assistants: Guidance Report	1 - 6
Prepare for and develop strong transition from Key Stages, with an emphasis if the local junior school, Brindley Heath Academy (see above cost)	EEF – Wider Strategies	1-6
Class teachers will target and prioritise PP pupils through QFT, paying close attention to pupil participation in lessons and make use of specific immediate feedback that will accelerate progress supported by CPD	EEF – Feedback EEF – Assessment and Feedback	1



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

Budgeted cost: £3,631

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopt and embedding principles of good practice set out in	https://www.gov.uk/government/news/just-one-dayoff-can-hamper-childrens-life-chances	
DFEs improving school attendance. Attendance letters and procedures to be reviewed with particular focus on disadvantaged pupils	https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities	
Wider enrichment opportunities e.g. clubs, school trips £350	https://www.suttontrust.com/wp-content/uploads/2020/01/Extracurricular-inequality1.pdf	
Identified Pastoral Support Leader to provide mental Health and Wellbeing support for targeted pupils	https://www.gov.uk/guidance/mental-health-andwellbeing-support-in-schools-and-colleges	
Resources to support basic needs, attendance and engagement in learning. £2,581	In-house evidence supports the need for school to fund and support with: <ul style="list-style-type: none"> • Milk • Uniform • Wrap around provision • Offsite visits 	
Children who are identified as disadvantaged have free access to school clubs across the year to encourage school participation and the development of cultural capital. £700	The EEF Guide to the Pupil Premium – Autumn 2021	

Total budgeted cost: £26,190



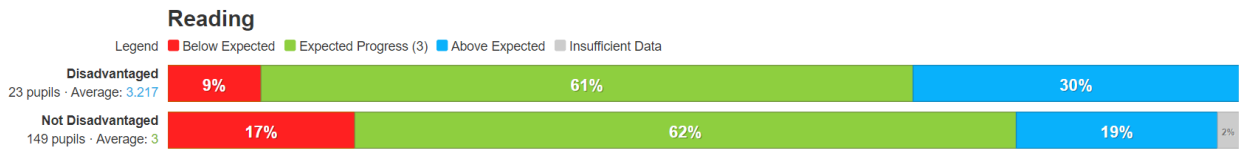
Part B: Review of outcomes in the previous academic year Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

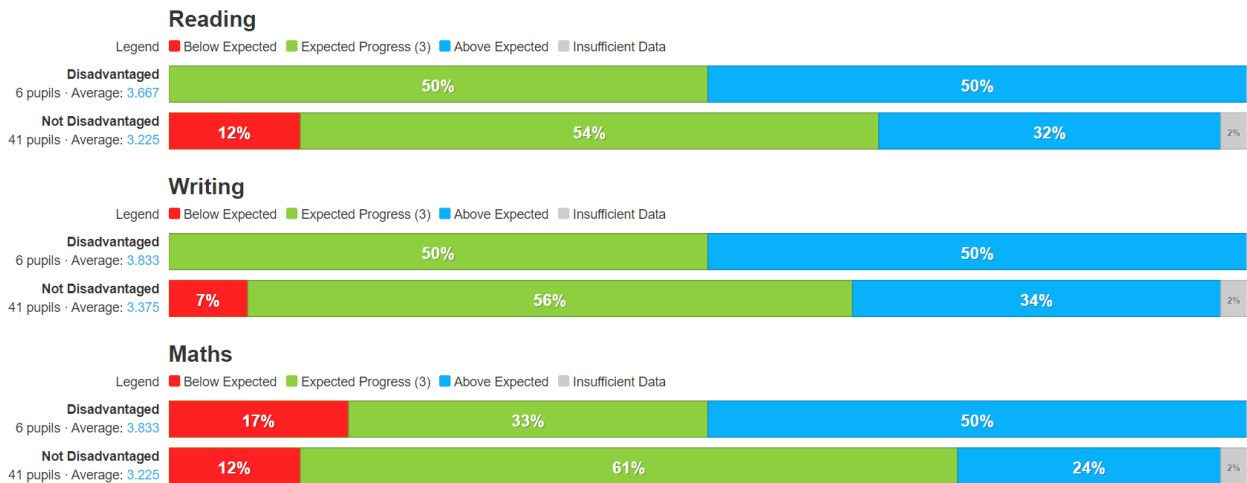
Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Continue to close the gap of PP children and their non-pp peers throughout the school in RWM through quality teaching for all:

Overall, pupils made better than expected progress in reading. Disadvantaged pupils made better progress than their peers in Reading overall, closing the gap. Pupils in Reception, Y1 and Y2 all made more progress in reading than their peers, reflecting improvements made in the teaching phonics and reading provision in school.





Across Reception, pupils closed the gap in reading, writing and maths. A focus on quality teaching in KS1 should continue this trend and close the attainment gap.



An attainment gap at KS1 remains in place, including end of KS1 assessments and also Phonic Check results.



 	Reception GLD				Year 1 phonics				Year 2 phonics - retakes		
	2019 Results	2023 National	2023 Results	2023 Target	2019 Results	2023 National	2023 Results	2023 Target	2019 Results	2023 National	2023 Results
All pupils	81%	67%	68%	67%	96%	79.5%	75%	81%		87%*	93%
PP	71%		38%		100%		67%				
Non PP	85%		74%		96%		77%				
KS1	READING				WRITING				MATHS		
All pupils	80%/36%	67%	63%/5%	52%/16%	73%/23%	58%	53%/0%	55%/9%	84%/28%	68%	63%/0%
PP	63%/13%		67%/0%		63%/17%		56%/0%		88%/8%		56%/0%
Non PP	73%/27%		62%/6%		75%/17%		52%/0%		82%/30%		64%/0%

Attendance

Attendance improved for all pupil groups to 95.5, with PP attendance just below at 94.6. Persistent absence as a pupil group remains higher for PP children at 16.5% compared to 8.9%. Pupil level analysis reveals complex reasons for lower attendance including reduced timetables to support SEND transition.

Forest School Provision

Forest school provision continues to develop in school, with children accessing the provision on a regular basis. The additional resources have enabled a higher quality of provision, improving pupil communication, wellbeing, fine and gross motor skills.

Service pupil premium funding

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

Further information (optional)



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