Inspiring Futures Through Learning

Olney Infant Academy

Pupil Premium Strategy Statement 2022 to 2025

We believe that all disadvantaged children should thrive and flourish within our schools. High expectations and high- quality teaching and learning opportunities are a right of all our children of all abilities, and we can utilise pupil premium funding effectively to ensure our children's needs are met and they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our children, focusing on the development of the whole child when planning both whole school and personalised provision which widens their experiences.

1.0 Our School Ethos for Pupil Premium

Olney Infant Academy is committed to provide a happy, safe and stimulating environment for all children, providing them with the opportunity to achieve their full potential. Working in partnership with the community we aim to create an environment where all children feel valued and develop the necessary skills and attributes to prepare them for their future and inspire them to become lifelong learners. Olney infant Academy adopts a whole school approach with all being empowered and accountable for our pupil premium pupils. Barriers to learning are quickly recognised from entry which in turn allows us to address issues and quickly provide any necessary support. Our Pupil Premium strategy starts with excellent Quality First Teaching where high expectations and consistency of progress and achievement for all pupils is embedded throughout our school and this is enhanced further ensuring Pupil Premium is used to maximum effect. This is followed with bespoke and targeted support so as to ensure Pupil Premium children leave us on an equal footing to everyone else, they must be junior school ready, confident and resilient to the challenges to face them in the next chapter of their lives.

2.0 School Contextual Overview

School Name	Olney Infant Academy		
Academic Year	2022 to 2023	2023 to 2024	2024 to 2025
Number of Pupils in school	230 (GAG 199)	239	256
Number and Proportion of disadvantaged pupils	37	32	3
Total Pupil premium allocation (£)	£49,445	£44,640	£44,640
Academic year or years covered by statement	September 2022 to July 2025		
Publish date	September 2022	September 2023	September 2024
Review date	July 2023	July 2024	July 2025
Statement authorised by	Sarah Armitage		
Pupil Premium lead	Natalie Baker	Natalie Baker	Natalie Baker
Governor Pupil Premium lead			

3.0 Strategic Vision: Long Term Desired Priority and Outcomes		
Three-year Priorities:	**End of three Year outcomes:**	**Link(s) to SDP:**
Attainment and progress	Children in receipt of pupil premium grant as well as all other cohorts are at least in line with other children nationally in reading, writing, maths and phonics.	Priority 2 2a, 2b, 2c, 2d, 2e Priority 3 3a, 3b, 3c, 3d, 3e
Attendance	Increased attendance rates for pupils eligible for pupil premium, to reach at least 97%.	Priority 1 1b
Parent engagement	100% of parents of children in receipt of pupil premium grant to attend events, workshops, review meetings and parent's evenings.	Priority 1 and 5
Enrichment	100% of children in receipt of pupil premium grant participate in at least one extra curricular club	Priority 3 and 5

Planned Impact/ Targets Towards Long Term Outcomes 2022-2023

All pupil premium children achieving at least expected progress in line with their peers.

Increased attendance rates for individual children eligible for pupil premium, to reach at least 97%

100% of parents of children in receipt of pupil premium grant to attend events, workshops, review meetings and parents evenings.

100% of children in receipt of pupil premium grant have completed their childhood pledge by the time they leave Olney Infant Academy in Year 2.

Planned Impact/ Targets Towards Long Term Outcomes 2023-2024

All pupil premium children achieving at least expected progress in line with their peers.

Increased attendance rates for pupils eligible for pupil premium, to reach at least 97%.

100% of parents of children in receipt of pupil premium grant to attend events, workshops, review meetings and parents evenings.

100% of children in receipt of pupil premium grant have completed their childhood pledge by the time they leave Olney Infant Academy in Year 2.

Planned Impact/ Targets Towards Long Term Outcomes 2024-2025

All pupil premium children achieving at least expected progress in line with their peers.

Increased attendance rates for pupils eligible for pupil premium, to reach at least 97%.

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100% of children in receipt of pupil premium grant have completed their childhood pledge by the time they leave Olney Infant Academy in Year 2.

2022 to 2023:

5.0 Our School Approaches to achieve our Pupil Premium Aims and Outcomes in 2021 to 2022
At Olney Infant Academy we pride ourselves in providing and promoting a learning environment which is inclusive, celebrates diversity and guides our children to become responsible citizens of the future. Throughout their learning journey at Olney Infant Academy, we aim to grow and nurture thinkers who have a genuine love of learning and the confidence and courage to question to pursue their dreams with determination and pride, knowing that nothing will stand between them and their goals.

Approach A: Teaching and professional development for teachers (to support and improve teaching and learning).

- We ensure that teaching and learning opportunities meet the needs of all the children in school.
- Our teaching practices are based on sound academic research with a track record of proven impact.
- We are part of a Trust wide pupil premium strategy group where we look at new initiatives, current legislation and share best practice.
- Comprehensive CPD package offered via the Trust.
- Significant investment into continuous provision, English and Maths for resources and CPD for staff.
- Pupil premium children are a weekly agenda point on team meetings which ensure progress for this cohort is discussed and intervention is put in place immediately.

Approach B: Academic support (targeted academic support – whole school, group and personalised)

- Our whole school curriculum offer ensures reading, writing, maths, phonics and spoken language are at the heart of every learning opportunity.
- We ensure that bespoke continuous provision is made so all children's needs are adequately assessed and addressed. Consequently, developing individuals into independent, active learners.

- Any interventions required are delivered on an individual needs basis focussing primarily on social and emotional development as well as English and Maths.
- Phonics is taught in set groups for more targeted teaching.
- We have a Pastoral Team with Pastoral Leads allocated to each year group to address self-esteem and well-being.

Approach C: Wider approaches (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision).

- Parental engagement is key to providing a positive and nurturing environment in which our children can foster aspirations and create ambitions.
- Every pupil premium child has a termly case study document where the 'whole child' is considered so that everyone has a secure understanding of a child's area of need and what has been put in place to support them.
- Our curriculum enrichment activities are a large part of our provision. In line with current guidelines, where possible, we offer a variety of experiences for all ages and all groups of children, encompassing visitors to school.
- Pupil Premium children will not be disadvantaged when accessing external enrichment opportunities.
- Childhood pledge for all children has been achieved.
- We have support from external agencies to support individual needs including school nurse, speech and language therapist, social worker and children and family practice.
- We have close working relationships with our feeder schools to ensure smooth transition of needs for individual children.
- Sports coaching via specialists to support physical and mental wellbeing. We have a designated PE teacher that teaches PE in each year group in the school.

6.0 Strategy Approaches for disadvantaged pupils 2022 to 2023

6.1 Research – led evidence and rationale for approaches

- **DfE - The Reading Framework – The Foundations of Literacy**

Key findings from this document:

- Schools should prioritise reading and make it their mission to ensure every child becomes a fluent reader. Engaging children with reading is the single most effective way to raise their life chances.
- Book related talk will introduce the children to language they may not hear in everyday conversation. The only effective way to close any gap for those children who are not engaged with books at home is to fully immerse them in book talk from the moment they begin school.
- Comprehension is taught through talking, listening to and talking about stories, listening to and learning poetry and songs.
- Decoding must be taught through a synthetic phonics system consistently applied through school.
- Extending children's vocabulary with words across domains is particularly important for disadvantaged children who may not be exposed to that vocabulary.
- Children will also need to be explicitly taught the skills of listening through modelling, reinforcing and praise.
- Teachers should choose the stories and non-fictions texts they share with thought and care so that children are exposed to both familiarity and diversity. Reading can be for a range of purposes and elicit many feelings; well-chosen texts will engage children's curiosity and emotions.
- Schools should **identify a core set of stories for each year group** and revisit and refresh that list regularly. Supplement the story spine with additional books that are the teacher's choice.
- Storytelling should be an intrinsic part of classroom practice so that children can listen to language modelled, connect with characters and deepen understanding. Reading aloud should be a school priority.
- Schools should select a synthetic programme and keep fidelity to the scheme so to avoid any terminology confusions.
- Common exception words will be linked to the phonics programme. It is essential that pupil's reading books are pitched correctly to support their developing phonic knowledge.

All these findings support new initiatives that we as a school have implemented.

We have a SSP program Read, Write, Inc which is a synthetic phonics program which allows for explicit decoding and has books matched to children's reading ability. These books are then used at home to consolidate reading fluency.

In the Foundation Stage our Communication, Language and Literacy lessons are planned through the children's interests and covers all areas of the Foundation Stage curriculum. In KS1 English is planned through Cornerstone's topics in order to ensure coverage of skills. All year groups use elements of Fantastic Foundations.

Embedded grammar - Teachers should embed grammar in the teaching of writing, making connections for writers between a particular grammar feature and its possible effect in writing. Attention to grammar should be explicit, clearly explained and linked to meaning and effect, not the naming or identification of grammatical features." Grammar for Writing Project Report, (Debra Myhill, University of Exeter, 2012).

Each unit of work contains plenty of reading aloud to support children's comprehension when reading a shared book. Suggestions and prompts are given for children and teachers reading their own work aloud, too. Children comment on at the language choices in the whole texts they read. Children talk about on their own language choices when writing and the children will often make choices in their writing based on the words that 'Grandma Fantastic' has given in the lessons.

Varied and whole texts - "It is important to make sure that… children are … given every opportunity to enjoy and benefit from excellent literature." Independent Review of the Teaching of Early Reading (Jim Rose, 2006) "Traditional tales with clear narrative structures; Texts which have a strong musical quality and make use of 'poeticised speech'; Emotionally powerful texts which deal with important human situations and strong feelings" The Reader in the Writer (Myra Barrs 1998-99, CLPE). In a survey of 1200 teachers, "62% of the teachers could name only two, one or no children's picture fiction creators, and 58% only two, one or no children's poets. Nearly a quarter of the sample named no writers at all in these 4 two categories." Teachers as readers: building communities of readers (Cremin et al, 2009)

The texts we have used for our English lessons have been chosen through researching suggested texts from Cornerstones. We ensure that we have a variety of different texts across the year and children get the opportunity to write for different purposes.

Our weekly Teaching of Reading lessons ensure that children are gaining all the skills they need in order to be a successful, confident and enthused reader.

6.2 Approaches to Achieve Outcomes

Approach A – Teaching and Professional Development for Teachers (to support and improve teaching and learning)

Teaching and Professional Development	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Challenge to implementation and Mitigation action
Read Write Inc	Early and fluent reading	CPD meeting for autumn term – run by AG Purchase more 'Book Bag' books (full sets)	Staff confident in teaching phonics ensuring children progress and become fluent readers. Consistency of expectation across the teaching team.	Ensure that all teachers are teaching the program in a similar way using a generic structure - regular observation and monitoring via SLT.
'Fantastics' Master Classes	Confident readers and writers	Master classes in CPD meetings over the course of the year to provide training for the teaching team in knowledge and understanding of the progression. Reading reviews by SLT	Staff confident in teaching and children show enjoyment and engagement in new learning. Children to make progress and achieve end of year expectations. Opportunities to explore greater depth opportunities in writing. Consistency of children's practice.	Teachers need time to acquire new knowledge and plan accordingly – support from English Lead and weekly meetings in year groups to discuss planning.

Subject leader training and development	To ensure progression of skills across the whole of the curriculum, through a broad and balanced curriculum offer – providing opportunities to ensure children are able to do more, know more and remember more	CPD schedule is outlined on the whole school planner identifying training focus as well as monitoring activities, this will support the implementation of a highly effective curriculum provision	Pupil premium children achieve equally as well as non-pupil premium children in all aspects of the curriculum. Subject leaders are able to confidently identify barriers and provide support to overcome these in their curriculum area. Subject leaders will ensure enrichment opportunities are in place for all pupils considering pupil premium children and cultural capital provision within their curriculum area.	Time frame – this will be addressed through scheduled CPD sessions, live leadership sessions for all subject leaders and planning meetings to include opportunities for retrieval practice.
Weekly team meetings	Ensure moderation and monitoring of children's work and marking is of high quality and impactful	Year group leaders to lead on this and expose others to high quality moderation	Teachers are marking consistently. Quality of work in all children's books are of high quality and consistent throughout school.	Those adults whose books and content are consistently low standard – SLT to support with coaching.
Projected spending	£5325			

Approach B – Academic support (targeted academic support – whole school, group and personalised)

Academic support	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Challenge to implementation and Mitigation action
Phonics/Reading	To ensure children are secure with all sounds in order to pass the phonics screening check and be able to develop fluency and understanding in reading.	Targeted interventions on identified sounds and blends through teaching of SSP program. Additional reads for individual children over the course of the week.	Pass phonics screening check. Children become fluent readers with an understanding of the content.	Timetabling for interventions and available staffing for individual reads – KS1 lead and SLT to support.
Pre & Post Teach	To help children to have prior knowledge and gain an understanding of weekly learning. Reviewing and ascertaining understanding after the teaching of a topic/concept.	Targeted interventions to take place at the start and end of the week.	Children are confident to participate in lessons and have a greater understanding of the learning. Misconceptions can be addressed and corrected.	Ensuring all children are in school when the intervention takes place. Timetabling for interventions. SLT to support.
School Start	Supports speech and language	Small intervention group to follow the scheme of work in the School Start program.	Children are more confident and have a better understanding of language.	Ensure appropriate staffing available and timetabling.
Maths	Gaps in learning possibly from the lock down period as well as previous learning experiences will present barriers.	Children will be identified through assessment and be supported in class and a small intervention group to address immediate needs.	Children will achieve the objectives set and progress in line with their peers.	Time and staff – this will be overcome by - Timetabling to ensure it is a priority and takes place.

Fine Motor Skills	Poor fine motor skills	Targeted intervention on developing fine motor skills	Fine motor skills efficiency will improve the quality of the task outcome as well as the speed of task performance.	Timetabling for interventions – KS1 lead and SLT to support.
Projected spending	£6300			

Approach C - Wider strategies (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision)

Wider strategies	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Challenge to implementation and Mitigation action
Sports coaching	Due to last couple of years and lock downs, children physical and mental wellbeing becomes a priority to ensure correct headspace for learning.	Weekly PE sessions lead by a qualified teacher. Lunchtime activities After-school activities	Children are mentally and physically fitter and prepared for learning.	Pupil engagement – ensure full promotion of all activities with children.
Attendance	Poor attendance results in missed learning and further gaps.	Expectations set and policy followed. Absence monitored termly with % being reviewed.	Pupil premium attendance is improved and in-line with the school target of 97%	Time to review and respond

		Regular absence should be highlighted to SMT. Recruitment of attendance, admissions and pastoral officer		
Pastoral	Social, emotional and communication needs relating to physical and mental wellbeing impacting on learning.	Pastoral Team with Pastoral Leads in all year groups. Targeted interventions for children's individual needs.	Children's wellbeing is positive and they are prepared for learning.	Pupils must be willing to participate in the organised interventions and be supported by pastoral leads. Timetabling.
Club access each term	Financial and logistical difficulties in the children staying after school.	Every pupil premium child to attend an afterschool club each term if they want to.	100% of all pupils attend a club after school	Arrangements for pick up times – discussions with parents for this and free ASC if this works better for timings.
Projected spending	£27,000			

2022 to 2023 Total Projected spend:	£38,625

7.0 Review of 2021 to 2022 aims and outcomes

Priority	Impact/ Outcome Achieved	How is this informing 2022 to 2024?
Attainment & Progress	Target data met in Year 1 in reading but not writing. Case studies have been scrutinised and targeted support and intervention was completed throughout year	PP children continue to be target children in all aspects of the curriculum PP profiling will be monitored half termly by Nat Baker CB to run School Led Tutoring for identified children in KS1
Attendance Increased attendance rates for pupils eligible for pupil premium, to reach at least 97%	23 out of a possible 35 children not achieving 97% attendance by the end of the academic year. All attendance issues have been addressed in line with policy. COVID and sickness impacted whole school attendance	This priority will remain. A new role will be created – attendance, admissions and pastoral officer.
Parent engagement 100% of parents of children in receipt of pupil premium grant to attend events, workshops, review meetings and parent's evenings.	Parents now have the opportunity to access events such as parents evening online or in person so as to encourage attendance. Information evenings have been marketed through using social media, Sway and Parentmail. However, 100% of parents do not always attend. This continues to be a target and the new role being created next year will target this further	This priority will remain. Recruitment of attendance, admissions and pastoral officer.

Enrichment 100% of children in receipt of pupil premium grant participate in at least one extracurricular club	Every PP child has been given the opportunity to participate in a club. PP invite only clubs have been a success	This priority will remain to support children's wellbeing and develop their skills and talents in a variety of subject areas. MM to review all clubs participation in conjunction with NB using Get Set for PE