

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	157
Proportion (%) of pupil premium eligible pupils	14.01%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Fiona Beardsley
Pupil premium lead	Ciaran Ruane
Governor / Trustee lead	Simon Knee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,175
Recovery premium funding allocation this academic year	£2,320 + NTP £1,620
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	£24,115

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 Five Values which are a thread found woven through the fabric of our school.

Individuality:

We see all pupils as individuals who have individual needs based on their personal and family circumstances.

Kindness:

All children deserve kindness and need the correct modelling to understand the giving and receiving of kindness.

Resilience:

Children need to grow their resilience both in learning and in their social groups and this is especially the case during and after times of lockdown during the Covid-19 pandemic. Those children who are disadvantaged may have experienced greater challenges which need addressing.

Community:

All children need to feel part of a community which understands and celebrates difference.

Growth:

Children need an environment where they can grow academically, socially and emotionally with the understanding that individually they may experience barriers to their learning. At Foley, these are seen as triggers to find success.

Challenges

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

Challenge number	Detail of challenge
1	Kinver is classed as a low area of deprivation however, in the population there are pockets of deprivation.
2	There is a significant number of disadvantaged pupils who are persistent absentees (33%). Their absence is being managed through appropriate school processes.
3	There are a significant number of disadvantaged children who have SEND provision within school for different reasons (45%). These are: <ul style="list-style-type: none"> • SaLT (7 children) • SEMH (6 children) • Cognition and Learning (15 children representing 68%) • EHCP (1 child)
4	There are 14 boys and 8 girls who are classed as disadvantaged. Of the six children who overlap between disadvantaged children and SEMH SEND needs, all are boys.
5	Four children joined Foley Infant Academy mid-year in Y1 and Y2 and their mobility is reflected in their progress and attainment.
6	There is a significant number of disadvantaged children who are LAC / previously been in care or who have current social work intervention for CP reasons or Early Help support (27%).
7	Some of our pupils who are classed as disadvantaged do not have the same access to high quality experiences outside of school and so their cultural capital is not the same as their peers.

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
Children who are both disadvantaged and have been identified as persistent absentees will begin to attend school regularly and in line with national expectations.	<ol style="list-style-type: none"> 1. Pupils will be able to engage with interventions regularly so the interventions will have great impact in terms of progress and attainment outcomes. 2. The pupil's percentage of absences will decrease.
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.	These pupils will be tracked individually and make good or better progress based on their individual starting points. Impact will be measured through Insights and the Birmingham SEND Continuums.
Those children who are identified as disadvantage, SEND (SEMH) and boys will have targeted interventions and Quality First Teaching throughout the year which are bespoke and tailored to their needs.	These pupils will be tracked individually and make good or better progress based on their individual starting points. Impact will be measured through Insights, The Birmingham SEND Continuums and the use of Zones of Regulation.
Those children who are identified as LAC, have 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.	These pupils will be tracked individually and will make good or better progress based on their individual starting points. Impact will be measured through Insights, The Birmingham SEND Continuums.

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: £2,320 + NTP £1,620 for tutoring and £20,175 for the recruitment of a TA

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruitment of a TA who will focus on disadvantaged children in class in Y2 in morning sessions and interventions for disadvantaged children across Y1 and Y2 in the</i>	<p>Prior to this appointment there was no TA support in Y2. The evidence which supports this approach are Education Endowment Foundation Guidance Documents:</p> <ol style="list-style-type: none"> 1. The EEF Guide to the Pupil Premium – Autumn 2021 	1 - 6

<i>afternoon sessions. The TA will work with children with a ratio of 70% / 30% disadvantaged to non-disadvantaged.</i>	2. Making the Best use of Teaching Assistants: Guidance Report	
<i>Recruitment of 'in house' tutor from our existing members of staff following the Manor MAT wide policy on provision through the NTP.</i>	EEF Evidence / Guidance underpinning National Tutoring Programmes.	1 - 6

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

Budgeted cost: £20,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Interventions	Prior to this appointment there was no TA support in Y2. The evidence which supports this approach are Education Endowment Foundation Guidance Documents: <ol style="list-style-type: none"> 1. The EEF Guide to the Pupil Premium – Autumn 2021 2. Making the Best use of Teaching Assistants: Guidance Report 	1 - 6
Tutoring 1:1 / 1: up to 3	EEF Evidence / Guidance underpinning National Tutoring Programmes.	1 - 6

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and action taken to address persistence absenteeism	https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances	Number 1

<p>Trained Mental Health First Aid Leader to lead on SEMH across both the staff team and the pupils at Foley Infant Academy.</p>	<p>https://www.ucl.ac.uk/brain-sciences/news/2019/feb/study-links-poor-mental-health-educational-outcomes https://assets.publishing.service.gov.uk/promoting-children-and-young-people-s-mental-health-and-wellbeing.pdf</p>	
<p>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.</p>	<p>The EEF Guide to the Pupil Premium – Autumn 2021</p>	

Total budgeted cost: £24,115

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 2020 to 2021 academic year.

Awaiting data reports which will be published shortly.

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.