

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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:	Airedale Infants School
Number of pupils in school	180/180 (Rec – Y2)
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 – 2024 2024 – 2025 2025 - 2026
Date this statement was published	Sept 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Kirsten McKechnie
Pupil premium lead	Kirsten McKechnie
Governor / Trustee lead	Sharon Butterfield

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,110
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery premium funding allocation this academic year <a href="https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding">https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding</a>	£145 per eligible pupil = £6,090
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>=£67,200</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Airedale Infants school serves a disadvantaged and, at times, challenged community with consistently around 30% of its pupils being in receipt of PPG and, as such, places great importance on the impact that the PPG spending can have on the life chances of disadvantaged children who often have more complex needs than their peers in more affluent areas. As such, all spending is based on school data, the school's own accurate knowledge and understanding of the needs of its pupils and the surrounding community and on research evidence which takes into account a range of research and informed recommendations. Spending follows a three-tier system (*EEF; June 2019*) which identifies barriers, and challenges, to success and those factors that disadvantage *our* pupils.

**What does 'disadvantaged' mean at Airedale Infants School?** When the key drivers of a disadvantaged life chances are considered (*Crenna-Jennings; 2018*), the complexities of the issues and challenges that our pupils face become clearer. As such, at Airedale Infants School we define the term 'disadvantaged' as **any** pupil in a position where they are at risk of NOT meeting their full potential, in any key developmental area, due to controlling and/or influencing factors – often these factors are multiple and complex. Any disadvantaged child finding themselves negatively influenced and at risk of not achieving is deemed to be 'disadvantaged'. This means that pupils, beyond those identified as being in receipt of free school meals are considered disadvantaged; this group of children makes up a significant percentage of the school

The key drivers of disadvantage identified by the school (*Key Drivers of the Disadvantage Gap Literature Review 2018*) - that are the predominant causes of inequalities for our pupils - are:

- **Speech Language & Communication**
- **Emotional/Mental/Psychological**
- **Behaviour**
- **Community & Environment**
- Family
- **Income**
- Physiological/Physical
- Locality
- Culture
- **Social**

Our PPG spend will strive to address the barriers to learning, and to learners, through accurate and astute identification of such barriers, and through skilled and committed approaches to removing said barriers and creating social justice and equitable life chances for the pupils of Airedale. The school's development plan is dedicated to this focus and in providing *access* to quality teaching and learning opportunities which offer equitable opportunities for all pupils to access a curriculum that is rich in experiences, knowledge, understanding and language that represent the best of humankind. The curriculum achieves this by encouraging in our pupils a local identity and generating pride in our locality. Whilst instilling in our learners a knowledge, understanding and appreciation of how to take responsibility for their physical and mental wellbeing. Through the curriculum children are exposed to diversity through celebrating, studying and appreciating

differences and similarities. We recognise the importance of language in school and throughout life and enrich the curriculum with opportunities to develop vocabulary, speak in different contexts, read quality texts and learn to be active listeners. Our curriculum contributes effectively to building a self-regulating, self-motivated individual who consistently demonstrates the Airedale key values when faced with challenge.

## Our Core Principles

- We will consistently ensure that teaching and learning opportunities meet the needs of all the pupils in our school. We are committed to a comprehensive programme of monitoring, analysis, evaluation, reflection and actions. The rigour of this approach will always be to provide better learning opportunities to our pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed and in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or at risk of not meeting their potential due to socio-economic influences, barriers or concerns.
- Limited funding and resources mean that not all children receiving free school meals or identified as socio-economically disadvantaged will be in receipt of pupil premium interventions at one time.
- We will take due regard to research and other published materials that supports the school in identifying where PPG will have the most impact and what national data and information states

## Demography and School Context

Airedale Infants School is two-form mainstream, community school. Airedale is a suburb in the town of Castleford, West Yorkshire, England which consists mainly of Local Authority Housing. It is situated in an area of significant socio-economic deprivation. The school ranks 105th out of 114 primary schools in the Local Authority. (1 + least deprived) and the UK local area profile for quality of life 'is relatively poor this is related to the income, employment, health, education and crime deprivation indicators

The school deprivation indicator falls within the highest quintile 0.29 – to 0.69.

## Challenges

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

Challenge number	Detail of challenge
1	<p data-bbox="347 450 1418 517"><b>Below age-related speech, language and communication skills on entry to school which continue in years 1 &amp; 2 and beyond</b></p> <p data-bbox="347 539 855 573"><b>Speech, language and communication</b></p> <p data-bbox="339 584 1473 689"><i>There is much documented evidence to show the link between good speech and language skills and the positive impact this has on reading and writing. Poor speech and language skills development negatively and explicitly impacts on reading and writing skills.</i></p> <p data-bbox="339 701 1445 804"><i>Poor language and communication skills also presents a barrier when pupils are trying to communicate feelings, thoughts and ideas; when attempting to collaborate with their peers; when expressing thoughts and opinions; when explaining social situations</i></p> <ul data-bbox="339 815 1473 1805" style="list-style-type: none"> <li data-bbox="339 815 1473 1099">• *Children at Airedale Infants school enter the school with speech and language skill development significantly below those of their peers in other schools. Referrals to SALTherapy have a poor parental take-up resulting in non-attendance and therefore no expert input or reparatory support. The school does not have the staffing capacity to train individuals in speech therapy nor does it have easy access to public services due to the demands on the service and the post-Covid backlog. The school requires access to a <b>speech therapist through a third party agency</b>; cost, QA and venue are to be considered potential challenges as is sourcing at appropriately skilled and school-friendly service</li> <li data-bbox="339 1111 1473 1323">• Poor or slower language development directly impacts on children’s decoding and understanding in reading (fluency and accuracy) along with impeding the developing of skills such as inference and deduction. The school requires a <b>phonics leader/champion with time to review the quality of teaching and learning</b> maintains good impact but there is a cost to non-contact time, training and support and the time capacity to facilitate high-quality feedback to other staff</li> <li data-bbox="339 1335 1473 1581">• Writing cannot be enriched with a range of vocabulary to add depth and detail to written work if a child does not have a depth of accurate vocabulary to draw upon. Spellings are impacted upon negatively when children are unable to accurately verbalise, blend and segment words to spell them phonetically because they are unable to accurate form and say words and phrases. The school requires its <b>English Team to closely and accurately monitor the quality of teaching, learning and assessment</b> and to analyse and identify CPD requirements to upskill teaching and support staff</li> <li data-bbox="339 1592 1473 1805">• *A primary SEND need in our school is Communication, Language and Literacy skills development. Addressing this need takes expertise in staff, time investment and capacity to liaise and work with a range of other agencies. The school requires a skilled <b>SENCO who is expert in this area and is able to closely monitor the quality of teaching, learning and assessment</b> and to analyse and identify CPD requirements to upskill teaching and support staff</li> </ul>
2	<p data-bbox="347 1827 1211 1861"><b>Reduced attendance and punctuality including persistent absenteeism</b></p> <p data-bbox="347 1883 504 1917"><b>Attendance</b></p> <ul data-bbox="339 1928 1461 2033" style="list-style-type: none"> <li data-bbox="339 1928 1461 2033">• Disadvantaged (PPG) children do not attend as well as their peers (<i>Gov.UK Pupils Absence in schools in England – 21/20 &amp; 20/21</i>). Whole school data (including EYFS) for Airedale shows that attendance is below national and below the school’s pre-Covid data – attend-</li> </ul>

ance is currently 92.11% (excluding nursery) and has remained around during 22-23. Attendance for disadvantaged pupils is currently 87.11% lower than the school average. Persistent absenteeism across the school has increased – this can be mostly attributed to post-pandemic complexities that have resulted in increased challenges around attendance and tangible change in parent attitudes and needs. Disadvantaged pupils make up a substantial percentage of the PA group. Mobility at the school is high and this adversely impacts upon the stability of school data. At present, the infants school shares the junior school Attendance Officer but this means capacity to impact on the growing number of pupils not attending is compromised. The school requires **a designated Attendance Officer** who has the capacity, time and expertise to address the deeper-rooted issues around poor/non-attendance

- \*Children on the SEND register do not attend as well as their peers (*Gov.UK Pupils Absence in schools in England – 21/20 & 20/21*) Whole school data (including EYFS) for Airedale shows that the school follows this national trend. Attendance for SEN pupil is currently around 89.67% which is significantly lower than the school’s average. The recent Covid disruptions have disproportionately, negatively impacted on this group of children; this group of children are a focus for analysis and resulting support. Attendance for SEND is currently lower than previous years. Mobility at the school is high and this adversely impacts upon school data. The school requires **a designated Attendance Officer** who has the capacity, time and expertise to address the deeper-rooted issues around poor/non-attendance

3

**Poorer behaviour due to social, emotional and mental health needs**

**Social, Emotional and Mental Health development**

Children from disadvantaged areas/backgrounds often have complex needs in relation to emotional and mental health development which impact upon their learning success (*Child Development, January/February 2011, Volume 82*) (*Education Policy Institute Social & Emotional Learning: An evidence review 2021*) (*Public Health England. Link between pupil health, wellbeing and attainment 2014*).

- At Airedale Infants School, we support children’s emotional and behavioural development. We have staff trained in Emotional Coaching techniques and are developing Trauma Informed practise and an understanding of strong knowledge of attachment behaviours. Behaviour is recognised as a form of communication and our aim is to understand that communication and to support the child with their needs, referring to outer agencies and specialised support where necessary. The Inclusion team is skilled and expert and supports the whole school in this aim. The school maintains the quality of this expert support through training and developing the expertise of its Learning Mentors along with rigorous monitoring of the impact of its interventions and offers of support. The school needs to continue in this offer through continued **professional development and employment of the Learning Mentor** and **facilitating non-contact time for those senior leaders monitoring** the impact of actions and initiatives
- \*A primary SEND need in our school is the social and emotional development of our pupils. Addressing this need takes expertise in staff, time investment and capacity to liaise and work with a range of other agencies. The school requires a skilled **SENCO who is expert in this area and is able to closely monitor the quality of teaching, learning and assessment** and to analyse and identify CPD requirements to upskill teaching and support staff
- The school expertly uses data linked to potential or actual suspensions to ensure that we are accessing relevant services, outreach support or alternative provisions. Supervision

	<p>meetings with key staff in order to review and reflect on practice and scenarios will develop the next level of support and understanding for these children. The school requires an investment in <b>staff training of senior leaders</b> to run high-quality reflection/supervision meetings and the <b>funding of non-contact time to closely monitor, analyse and evaluate the data</b> so that accurate developmental steps and strengths can be identified</p> <ul style="list-style-type: none"> <li>• *All of the pupils receiving reparatory SEMH support are vulnerable and most have complex needs; all are disadvantaged and at risk of not meeting their potential due to the negative influence of their SEMH. This high-level of input and support requires expertise, ongoing training, staff supervision, time allocations to deliver the programme, liaise with other agencies where needed and with parents/carers, in most cases specific resources are also needed.</li> </ul>
4	<p><b>Some pupils who qualify for Pupil Premium funding also have specific SEND needs (greater proportion than for non-PP)</b></p> <p>See *</p>
5	Lack of access to wider experiences
6	Poorer metacognitive and self-regulatory performance (especially resilience) leading to lower academic outcomes
7	Poverty of academic expectation from pupils, parents, staff etc

## 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
<p><b>Speech Language and Communication</b></p> <p>That children in EYFS and KS1 with SL&amp;C delay/need have access to a comprehension intervention offer to support their developing speech, language and communications skills</p>	<ul style="list-style-type: none"> <li>✓ Robust and evaluative monitoring and assessment systems allow the school to quickly and accurately identify those pupils with a SAL need. Internal systems allow these pupils to gain prompt and impactful access to appropriate intervention. Interventions are impactful</li> <li>✓ *Children with an identified SL&amp;C need have access to an appropriate SALT intervention. This intervention supports pupils in making good progress in speech, communication and language so that they can: speak and be understood; be able to communicate their needs, thoughts and ideas; sound out words phonetically accurately and therefore spell them; decode words and read with fluency and accuracy; write grammatically accurate sentences with a growing range of vocabulary.</li> <li>✓ The RWInc/Phonics Champion has dedicated time to monitor the quality and impact of T, L &amp; A in</li> </ul>

<p>That pupils in EYFS and KS1 have access to consistently high-quality teaching, learning and assessment in reading</p>	<p>early reading and is able to offer guidance, support and training so that all pupils have access to high-quality reading/phonics lessons every day</p> <ul style="list-style-type: none"> <li>✓ The English team have dedicated time to monitor the quality and impact of writing – particularly in KS1 – so as to offer guidance, support and training resulting in all pupils having access to high-quality writing lessons each day</li> <li>✓ Pupils make good or better progress in oracy, reading and writing so that more pupils are working within age-related expectations year-on-year</li> </ul>
<p><b>Attendance</b></p> <p>That the school’s capacity to build relationships and support families in achieving good attendance for their child is increased, and as a result, more children have greater access to learning in school and make expected progress</p>	<ul style="list-style-type: none"> <li>✓ Through audit the school/Trust has clarity over the influences over poor-attendance and has identified a programme of recruitment, training and CPD to address the identified issues</li> <li>✓ *The Inclusion Team has capacity to address the growing needs of the community so that they are able to engage with families, identify the need, offer guidance, support or referral and maintain relationships – they have case study families that show an improved attendance session-by-session</li> <li>✓ That lost learning time is reduced as a result of pupils attending better and more punctually.</li> <li>✓ *PA decreases and average attendance per session increases for all groups including disadvantaged pupils and those with SEND</li> </ul>
<p><b>Social, Emotional and Mental Health</b></p> <p>That identified pupils in EYFS and KS1 are able to access learning opportunities via the full school offer, and its curriculum, and are not disadvantaged by social, emotional, or behavioural barriers</p>	<ul style="list-style-type: none"> <li>✓ *Robust and evaluative monitoring and <i>assessment</i> systems allow the school to quickly and accurately identify those pupils with a SEMH need and accurately assess this. Internal systems allow these pupils to gain prompt and impactful access to appropriate intervention</li> <li>✓ The Learning Mentor supports pupils with identified barriers to learning due to SEMH and does so with good impact so that these pupils are able to successfully access more sessions in the classroom</li> <li>✓ *The Inclusion Lead and SENDCo have dedicated time to monitor the quality and impact of SEMH intervention and are able to offer guidance, support and training and CPD raising staff skill &amp; knowledge base</li> <li>✓ Pupils with identified SEMH-linked barriers to learning make good progress towards and beyond age-related expectations</li> </ul>
<p>SEND</p>	<p>See *</p>

## Activity in this academic year

This details how we intend to spend our pupil premium grant (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: HLTA cover - £5,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Facilitate non-contact time for leaders to monitor, analyse and evaluate the quality of teaching, learning and assessment so as to offer guidance, support, training and CPD resulting in a consistently high-quality education offer</p>	<p>EEF. High Quality Teaching</p> <p>The Attainment Gap 2017. EEF</p> <p>Sutton Trust 2011. Improving the impact of teachers on pupil achievement in the UK</p> <p><a href="https://www.newcastle.edu.au/research/stories/research-impact/transforming-quality-teaching-to-improve-student-outcomes">https://www.newcastle.edu.au/research/stories/research-impact/transforming-quality-teaching-to-improve-student-outcomes</a></p> <p><a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a></p> <p>Using your Pupil Premium Funding Effectively; steps for developing of an effective pupil premium strategy</p> <p>Impact of school closures and subsequent support strategies on attainment and socio-emotional wellbeing in Key Stage 1. July 2021. NFER</p> <p>Moving Knowledge around: a strategy for promoting inclusion and equity within the education system. Mel Ainscow 2021</p> <p><a href="https://tdtrust.org/what-is-lesson-study/">https://tdtrust.org/what-is-lesson-study/</a></p> <p>EEF &amp; NFER July 2021. Impact of school closures and subsequent support strategies on attainment and socio-emotional welling in KS2</p> <p>Early language Development and Children’s Primary School Attainment in English and Maths: New research Findings. Save the Children</p> <p>Ready to Read: Closing the gap in early language skills so that every child in England can read well</p>	<p>1 &amp; 4</p>



	<p>Parsons, S. &amp; Schoon, I. (2011) <i>Long-term Outcomes for Children with Early Language Problems: Beating the Odds</i>. Children &amp; Society Vol. 25</p> <p>EEF. Targeted Academic Support</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: Speech Therapist £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain &amp; established school-led SALT interventions</p> <p>Employ a Speech Therapist to deliver expert intervention to those pupils in greatest/er need</p>	<p><a href="https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/">https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/</a></p> <p>Best Start in Speech, Language and Communication: Guidance to support local commissioners and service leads. Department of Health and Social Care/Department for Education 2020</p> <p>Parsons, S. &amp; Schoon, I. (2011) <i>Long-term Outcomes for Children with Early Language Problems: Beating the Odds</i>. Children &amp; Society Vol. 25</p> <p>EEF. Targeted Academic Support</p>	1 & 4

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

Budgeted cost: Attendance Officer (tba) £27,400 + Learning Mentor £23,400 = £50,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance</b></p> <p>To add capacity and expertise to the Inclusion</p>	<p><a href="https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances">https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</a></p> <p><a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a></p>	2

<p>Team through recruitment and professional development/training</p>	<p><a href="https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/">https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</a></p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	
<p><b>SEMH</b></p> <p>To enhance expertise to the Inclusion Team through continued professional development/training and the employment of a Learning Mentor</p> <p>Provide SEMH support and intervention to those pupils in need through the employment of a Learning Mentor</p>	<p>Child Development, January/February 2011, Volume 82</p> <p>EEF. Wider Strategies <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p>Education Policy Institute Social &amp; Emotional Learning: An evidence review 2021</p> <p>Public Health England. Link between pupil health, well-being and attainment 2014</p> <p>Social and Emotional Learning: Skills for Life and Work; Cabinet Office Social Mobility and child Poverty Commission 2015</p> <p>Key Drivers for the Disadvantage Gap. Literature Review. Education in England: annual report 2018. Education Policy Institute</p> <p>Hair, N., Hanson, J, Wolfe, B., &amp; Pollack, S. (2015). Association of child poverty, brain development, and academic achievement. <i>Journal of the American Medical Association Paediatrics</i>, 169, 822–829.</p> <p>Institute for Fiscal Studies. (2009). <i>Drivers and barriers to educational success: Evidence from the Longitudinal Study of Young People in England</i>. London: Chowdry, H., Crawford, C., &amp; Goodman, A.</p> <p>Best Start in Speech, Language and Communication: Guidance to support local commissioners and service leads. Department of Health and Social Care/Department for Education 202</p> <p>Early language Development and Children’s Primary School Attainment in English and Maths: New research Findings. Save the Children</p>	<p>3 &amp; 4</p>

	Ready to Read: Closing the gap in early language skills so that every child in England can read well	
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**Total budgeted cost: £ 67,500 (from £67,200) = -£300**

## 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 2022-2023

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### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Read, Write, Inc	Ruth Miskin
Lingo Speech Therapy	Lingo Ltd