

Pupil premium strategy statement

School overview

Metric	Data
School name	Robert Miles Infant School
Pupils in school	145
Proportion of disadvantaged pupils	19%
Pupil premium allocation this academic year	30,935
Academic year or years covered by statement	2022 2023
Publish date	October 2022
Review date	July 2023
Statement authorised by	Sonja Adams
Pupil premium lead	Sally Marshall
Governor lead	Kausor Amin-Ali

Disadvantaged pupil progress scores for last academic year

Measure	Score
RWM Y2	33%
RWM Y1	38
GLD YR	60

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<p>73% Yr1 PP to reach ARE in Reading (8/11 children)</p> <p>80% to achieve expected standard in PSC</p> <p>Yr 2- 67% (8/12 children)</p> <p>Yr 1- 73% (8/11 children)</p>	July 2023
Progress in Writing	<p>For 67% Yr 2 PP to reach ARE in writing (8/12 children)</p> <p>For 73 Yr 1 PP to reach ARE in writing</p> <p>To close the gap in writing.</p> <p>English lead to review opportunities for writing across the curriculum- are they geared to PP boys?</p> <p>Introduce a 'writing competition' to raise the profile of writing.</p> <p>Homework tasks based on writing</p>	July 2023
Progress in Mathematics	<p>67% Yr 2 PP to reach ARE in Maths (8/12 children)</p> <p>To close the gap in Maths</p> <p>To develop the mastery approach to teaching maths in EYFS</p> <p>To fully embed the mastery approach to teaching maths in KS1</p> <p>Mastery teaching: To pursue objectives until they are achieved. Pupil progress must be closely monitored with 80-90% achievement</p> <p>Collaborative learning as a focus of post covid recovery teaching/recovery pedagogy.</p> <p>Additional daily fluency lessons to ensure concepts are embedded and provide opportunities for retrieval practice.</p>	July 2023
Phonics	<p>To close the gap in Reading/Phonics.</p> <p>Quality first teaching of phonics in ability groups following the RWI scheme.</p>	

	<p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively.</p> <p>Ensure intervention staff have had RWI 1:1 coaching.</p> <p>To ensure that gaps in phonics are identified and impact of interventions is tracked.</p> <p>To continue with RWI development days to ensure quality teaching and identify areas for further development.</p> <p>Small group teaching for phonics (4 TAs)</p> <p>Use new RWI training package to share information with parents about how we teach phonics.</p> <p>To ensure that PP children have adequate reading material closely matched to phonic ability to improve fluency. Purchase of new phonics reading books to support teaching of phonics.</p> <p>To release RWI leader to monitor, coach and prepare training sessions</p>	
Other	<p>To improve Quality First teaching in all areas.</p> <p>Teachers to have a thorough understanding of working memory/cognitive overload, retrieval practice, small steps to maximise learning opportunities.</p> <p>Improvements to feedback policy focussing on immediate feedback and chances to act on improvement prompts.</p> <p>This will be delivered through INSET days and staff development meetings via Visible Learning.</p>	

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Daily 1:1 RWI keep up not catch up
Priority 2	PP readers daily and through RMC
Barriers to learning these priorities address	Staffing
Projected spending	0.5 L3 TA

Wider strategies for current academic year

Measure	Activity
Priority 1	See 4 yr plan and SIF
Priority 2	
Barriers to learning these priorities address	

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading/ Phonics	<p>Target: 73% Yr2 PP to reach ARE in Reading (8/11 children) Actual: 50% (7/14) reached ARE/+ in Reading</p> <p>% to achieve expected standard in PSC Target: Yr 2- 73% (8/11 children) Actual: 71% (10/14) Target: Yr 1- 70% (7/10 children) Actual: 55% (6/11)* *1 child who did not pass joined in March and 1 child was a traveller and did not attend our school from Oct- June.</p> <p>In Summer term 2020 we opened school to our Yr 1 cohort (current year 2) and so they benefitted from phonics teaching, which was then boosted by having 1:1 phonics coaching in the autumn term. The Yr 1 children were due to have daily phonics interventions for the spring and summer terms to plug the gaps they had missed in Reception, but then school closed for the spring term, so this could only take place for 1 term.</p>
Progress in Writing	<p>Target: For 64% Yr 2 PP to reach ARE in writing (7/11 children) Actual: 36% reached ARE/+ in writing (5/14)</p> <p>Writing has been hardest hit across all children, including non pp. Although children were given opportunities for writing during remote education, when children came back to school in March it was the area hardest hit, with children lacking the independence and stamina to write.</p>
Progress in Maths	<p>Target: For 73% Yr 2 PP to reach ARE in Maths (8/11 children) Actual: 43% reached ARE/+ in Maths (6/14)</p>
Attendance	<p>Target: Improve attendance of PP pupils to 95% Actual: 94.3%</p>