

# Pupil premium strategy statement

## School overview

Metric	Data
School name	John Ray Infants
Pupils in school	
Proportion of disadvantaged pupils	
Pupil premium allocation this academic year	
Academic year or years covered by statement	2023-2024
Publish date	OCT 2023
Review date	JULY 2024
Statement authorised by	Lisa Christian
Pupil premium lead	Jo Hales
Governor lead	Karen Wark

## Disadvantaged pupil attainment scores for last academic year

Measure	Score
Reading	
Writing	
Maths	

## Teaching priorities for current academic year

<p><b><i>At John Ray Infants our intention is that all pupils make good progress and achieve high attainment across the curriculum. Our focus is to support disadvantaged children to achieve that goal. High quality teaching is proven to have the greatest impact alongside robust assessments. Early intervention is at the heart of our approach so that we ensure that needs are met.</i></b></p>		
Aim	Target	Target date
Priority 1: To support staff to deliver phonic lessons that are consistently good or outstanding. Following the introduction of the Little Wandle scheme.	To improve the quality and consistency of the teaching of phonics across the school. Introduction of Little Wandle. All teachers/LSA's to continuously update CPD using Little Wandle training resources.	July 2024

<p>Priority 2: To develop a broad and engaging curriculum that focuses on vocabulary acquisition within the classroom. Introduction of the Oracy Curriculum.</p>	<p>Teachers to plan and implement the Oracy curriculum to meet speaking and listening needs. Emphasis on spoken language and verbal interactions.</p> <p>Teachers/LSA's to follow the new "Oracy Progression Map" developed by the school.</p> <p>Speech and language baselines to be carried out in EYFS using Wellcomm. This will enable staff to quickly identify children who would benefit from speech and language support.</p> <p>Families to be directed to the communication stations if concerns arise in EYFS. Quick interventions.</p>	<p>Ongoing throughout the year - July 2024</p>
<p>Priority 3: To increase parental engagement in children's learning</p>	<p>Delivering workshops and inviting parents into school to take an active part in their child's learning.</p>	<p>Ongoing throughout the year -July 2024</p>

Measure	Activity
<p>Priority 1</p>	<p>Research has proven that teaching phonics is the best way to teach children to read, and reading is fundamental to a child's ability to be successful across all areas of school life and beyond.</p> <p><i>"The evidence is clear that direct systematic instruction in phonics during the early years of schooling is an essential foundation for teaching children to read. Moreover, where there is unsystematic or no phonics instruction, children's literacy progress is significantly impeded, inhibiting their initial and subsequent growth in reading accuracy, fluency, writing, spelling and comprehension."</i> (National Inquiry into the teaching of literacy)</p> <p>Whole school approaches:</p> <ul style="list-style-type: none"> <li>➤ Whole staff training= Little Wandle phonics scheme</li> <li>➤ Increased phonics sessions = Catch up phonics interventions identified.</li> <li>➤ Parent workshops= increase parental engagement.</li> <li>➤ Early interventions = Small group phonics interventions, precision grids, booster Phonics groups.</li> </ul> <p><i>"One recent survey of our members revealed that over 96% of respondents believed that Little Wandle was having a significant impact on the consistency of practice across their school!" Letters and sounds</i></p>

Priority 2

Implement the **Oracy Curriculum** into planning, following the Oracy Progression Map.

*“The need for relentless focus on language acquisition and language comprehension. By addressing this issue, we will support better self-esteem, self-efficacy, self-regulation, self-confidence. Whole school expertise on addressing the vocabulary gap.” (Marc Rowland)*

**EYFS**

EYFS	
<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>To speak audibly so they can be heard and understood.</li> <li>To use gestures to support meaning in play.</li> </ul>	<p><b>Linguistic</b></p> <ul style="list-style-type: none"> <li>To use talk in play to practice new vocabulary.</li> <li>To join phrases with words such as ‘if’, ‘because’ ‘so’ ‘could’ ‘but’.</li> </ul>
<p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>To use ‘because’ to develop their ideas.</li> <li>To make relevant contributions and asks questions.</li> <li>To describe events that have happened to them in detail.</li> </ul>	<p><b>Social and Emotional</b></p> <ul style="list-style-type: none"> <li>To look at someone who is speaking to them.</li> <li>To take turns to speak when working in a group.</li> </ul>
<p><b>Experiences</b></p> <ul style="list-style-type: none"> <li>To speak to a partner during whole class teaching.</li> <li>Taking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction.</li> <li>Provide pupils with opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend.</li> <li>Show and tell, sharing treasure boxes. Use senses to describe items in details.</li> <li>Retell events simply: first, then, next, when. Encourage the use of emotional language to explain in further details: happy, sad, angry, tired.</li> <li>Begin to engage with the audience – look at the audience when speaking/performing/singing.</li> </ul>	
<p><b>EYFS Language stems</b></p> <ul style="list-style-type: none"> <li>I agree with...</li> <li>I disagree...</li> <li>I don't think...</li> <li>I like the way...</li> <li>It's the same because...</li> <li>It's different because...</li> <li>I think it will...</li> <li>I know that...</li> </ul>	<p><b>Talk Guidelines</b></p> <ol style="list-style-type: none"> <li>I listen.                     <ul style="list-style-type: none"> <li>I look at who is talking, using eye contact to show active listening.</li> <li>My hands are on my lap or flat on the table.</li> </ul> </li> <li>I use my voice.                     <ul style="list-style-type: none"> <li>I respond appropriately to questions.</li> <li>I project my voice when necessary.</li> <li>I speak clearly and confidently.</li> </ul> </li> <li>I use appropriate language.                     <ul style="list-style-type: none"> <li>I speak in sentences.</li> <li>I take opportunities to use new vocabulary.</li> <li>I use sentence stems provided.</li> </ul> </li> <li>I engage in group discussions.                     <ul style="list-style-type: none"> <li>I listen to the opinions of others.</li> <li>I respond to others appropriately.</li> </ul> </li> </ol>
<p><b>Oracy groupings:</b>  <b>Paired work:</b> talk to a partner. <b>Trios:</b> Talk in groups of 3.  <b>No hands up:</b> thumbs up, hands on heads.</p>	

**YEAR 1**

Year 1	
<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.</li> <li>To speak clearly and confidently in a range of contexts.</li> </ul>	<p><b>Linguistic</b></p> <ul style="list-style-type: none"> <li>To use vocabulary appropriate specific to the topic at hand.</li> <li>To take opportunities to try out new language, even if not always used correctly.</li> <li>To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...'</li> <li>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</li> </ul>
<p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>To offer reasons for their opinions.</li> <li>To recognise when they haven't understood something and asks a question to help with this.</li> <li>To disagree with someone else's opinion politely.</li> <li>To explain ideas and events in chronological order.</li> </ul>	<p><b>Social and Emotional</b></p> <ul style="list-style-type: none"> <li>Listens to others and is willing to change their mind based on what they have heard.</li> <li>To organise group discussions independently of an adult.</li> </ul>
<p><b>Experiences</b></p> <ul style="list-style-type: none"> <li>To take part in small group discussions without an adult.</li> <li>To be filmed speaking and use this for reflection.</li> <li>To speak in front of a larger audience e.g. during an assembly.</li> </ul>	
<p><b>Year 1 Language stems</b></p> <ul style="list-style-type: none"> <li>I like...</li> <li>I don't like...</li> <li>I think this happened because...</li> <li>I feel that...</li> <li>I agree/disagree because...</li> <li>It is right/wrong because...</li> <li>They are the same/different because...</li> <li>They are both alike because...</li> <li>I think...because...</li> <li>I predict...</li> <li>I know that...</li> <li>I see...</li> <li>I notice...</li> <li>I wonder...</li> </ul>	<p><b>Talk Guidelines</b></p> <ol style="list-style-type: none"> <li>I listen.                     <ul style="list-style-type: none"> <li>I look at who is talking, using eye contact to show active listening.</li> <li>My hands are on my lap or flat on the table.</li> <li>I use body language to show active listening (nodding, facial expressions)</li> </ul> </li> <li>I use my voice.                     <ul style="list-style-type: none"> <li>I respond appropriately to questions and ask questions back.</li> <li>I project my voice when necessary.</li> <li>I speak clearly and confidently.</li> </ul> </li> <li>I use appropriate language.                     <ul style="list-style-type: none"> <li>I speak in sentences using conjunctions to sequence ideas.</li> <li>I take opportunities to use new vocabulary.</li> <li>I use sentence stems provided.</li> </ul> </li> <li>I engage in group discussions.                     <ul style="list-style-type: none"> <li>I listen to the opinions of others.</li> <li>I respond to others appropriately.</li> </ul> </li> </ol>
<p><b>Oracy groupings:</b>  <b>Paired work:</b> talk to a partner. <b>Trios:</b> Talk in groups of 3. Alternatively talk in a pair whilst the third person listens in and summarises the discussions.  <b>Traverse:</b> Stand in two parallel lines opposite a partner. Change partners by moving one person down to the other end of the line.  <b>Think, pair, share:</b> develop your idea, share with a friend then share with others. <b>Introduce roles: Reporter/Summariser*</b></p>	

*“In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice and succeed in school and life” (Voice21)*

*“On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress” EEF*

## YEAR 2

Year 2	
<b>Physical</b> <ul style="list-style-type: none"> <li>To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.</li> </ul>	<b>Linguistic</b> <ul style="list-style-type: none"> <li>To adapt how they speak in different situations according to audience.</li> <li>To use sentence stems to signal when they are building on or challenging others' ideas.</li> </ul>
<b>Cognitive</b> <ul style="list-style-type: none"> <li>To ask questions to find out more about a subject.</li> <li>To build on others' ideas in discussions.</li> <li>To make connections between what has been said and their own and others' experiences.</li> </ul>	<b>Social and Emotional</b> <ul style="list-style-type: none"> <li>To start to develop an awareness of audience e.g. what might interest a certain group.</li> <li>To be aware of others who have not spoken and to invite them into discussion.</li> <li>Confident delivery of short pre-prepared material.</li> </ul>
<b>Experiences</b> <ul style="list-style-type: none"> <li>Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom.</li> <li>Participate in a short 'show and tell' session.</li> <li>To deliver presentation talks. To learn simple lines and perform simple poems.</li> <li>Take part in hot seating activities. Asking questions.</li> </ul>	
<b>Year 2 Language stems:</b> <ul style="list-style-type: none"> <li>&gt; Yes/no because...</li> <li>&gt; I like/don't like because...</li> <li>&gt; I think this happened because...</li> <li>&gt; I feel that...</li> <li>&gt; I agree/disagree because...</li> <li>&gt; It is right/wrong because...</li> <li>&gt; They are the same/different because...</li> <li>&gt; They are both alike because...</li> <li>&gt; I think/don't think that...because...</li> <li>&gt; I predict...</li> <li>&gt; I know that...</li> <li>&gt; I believe...</li> <li>&gt; In my opinion...</li> <li>&gt; <b>However</b>... It was interesting because...</li> <li>&gt; Also...</li> </ul>	<b>Talk Guidelines:</b> <ol style="list-style-type: none"> <li>I listen. <ul style="list-style-type: none"> <li>✓ I look at who is talking, using eye contact to show active listening.</li> <li>✓ My hands are on my lap or flat on the table.</li> <li>✓ I use body language to show active listening (nodding, facial expressions)</li> </ul> </li> <li>I use my voice. <ul style="list-style-type: none"> <li>✓ I respond appropriately to questions and ask questions back.</li> <li>✓ I project my voice when necessary</li> <li>✓ I speak clearly and confidently.</li> </ul> </li> <li>I use appropriate language. <ul style="list-style-type: none"> <li>✓ I speak in sentences using conjunctions to sequence ideas.</li> <li>✓ I take opportunities to use new vocabulary.</li> <li>✓ I use sentence stems provided. I organise my ideas.</li> </ul> </li> <li>I engage in group discussions. <ul style="list-style-type: none"> <li>✓ I listen to the opinions of others. I respect other's ideas.</li> <li>✓ I respond to others appropriately. I clarify and build on other's ideas.</li> </ul> </li> </ol>
<b>Oracy groupings:</b> <b>Paired work:</b> talk to a partner. <b>Trios:</b> Talk in groups of 3. Alternatively talk in a pair whilst the third person listens in and summarises or critiques the discussions. <b>Traverses:</b> Stand in two parallel lines opposite a partner. Change partners by moving one person down to the other end of the line. <b>Circle:</b> Groups of 6 for more face each other in a circle, one person steps inside and speaks to the whole group. <b>Nests:</b> stand apart from your partner and whisper your ideas.	
<b>*Introduce roles: Reporter/Summariser/Challenger*</b>	

Whole class reading approaches to develop fluency, pace, expression and vocabulary (Following Little Wandle Reading sessions)

- Targeted reading aloud and book discussions
- Explicitly extending Pupils spoken vocabulary (quality texts)
- Structured questioning to develop reading comprehension
- Fluency and pace of speech
- Tonal variation
- Clarity of pronunciation
- Summarising and giving reasons
- Active listening and turn taking (talk partners)

Following the 3 sessions reading structure:


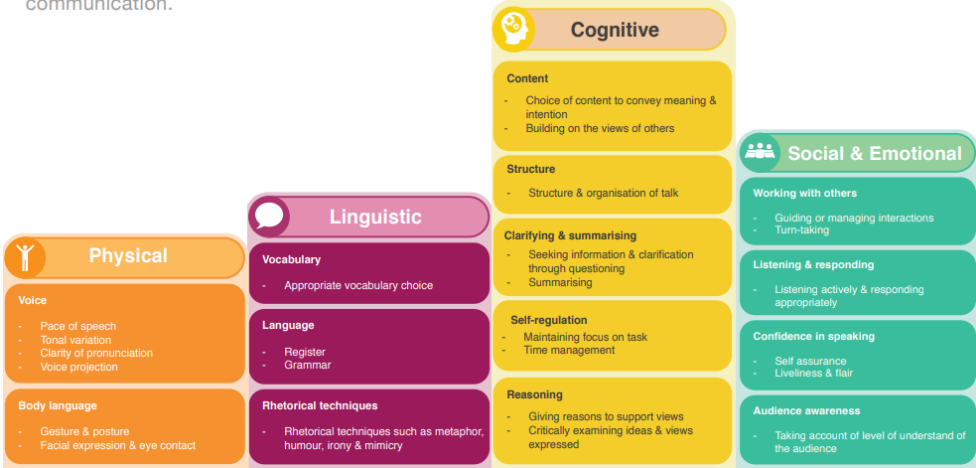
1. Decoding
2. Prosody
3. Comprehension.

Classroom activities to include:

- **Debates, interviews, following instructions, role play, listening walks, paired work, group work, hot seating, whole class discussions, performing poetry.**

Speech and language baselines to be carried out in EYFS using Wellcomm. This will enable staff to quickly identify children who would benefit from speech and language support. Baselines will be carried out by a trained LSA. By tracking all children, this will aid in identifying concerns in language, communication and interaction.

*“Children with reading difficulties who were exposed to explicit vocabulary teaching benefitted three times as much as those who were not. Not only that, all children benefitted from such vocabulary instruction.” (Elleman, Linda, Morphy & Compton)*

	<p>School development of the Oracy curriculum to include the Oracy framework.</p> <p><b>The Oracy Framework</b></p> <p>Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.</p>  
<p>Priority 3</p>	<p>Increase parental engagement</p> <ul style="list-style-type: none"> <li>• Phonics workshops</li> <li>• Parents invited to watch phonics/Maths in action</li> <li>• Maths workshops</li> <li>• Class assemblies</li> <li>• Events throughout the year such as den days, performances.</li> </ul>
<p>Barriers to learning these priorities address</p>	<p>Time management to successfully lead Wellcomm in EYFS. Cover for LSA to carry out successfully.</p> <p>Maths/English leads to have time to plan/deliver workshops.</p> <p>Teachers to plan high quality lessons during PPA and highlight speaking and listening opportunities.</p>
<p>Projected spending</p>	<p>£6162 – Tutoring (COVID recovery funding)</p>

**Targeted academic support for current academic year**

Aim	Target	Target Date
<p>Priority 1</p> <p>To boost children self-esteem and confidence.</p> <p>To narrow the gap and lead successful interventions.</p>	<p>To lead a range of targeted interventions to meet the needs of pupils.</p> <ul style="list-style-type: none"> <li>• Breakfast club</li> <li>• Speaking and listening groups</li> <li>• Nessy</li> <li>• Mathlectics</li> <li>• LSA target support groups: Little Wandle</li> <li>• Action words</li> </ul>	<p>Ongoing throughout the year.</p>

Priority 2  To monitor attendance.	To monitor attendance through employment of an Attendance Officer and use of CPOMs <ul style="list-style-type: none"> <li>• Attendance officer to work closely with PP lead to highlight concerns. Attendance officer to work closely with parents.</li> <li>• Fortnightly meetings between AO and HT established. Persistent absentees/vulnerable families identified and offered phone calls.</li> <li>• Attendance cup/best class attendance displayed in newsletter.</li> </ul>	Ongoing through the year
Barriers to learning these priorities address	Children's home life and lack of parental engagement. Providing a safe and secure environment in which children can thrive. Children's mental health and well-being has dipped. Having a breakfast club and a behaviour support LSA helps to ensure children come in calmly and ready to learn. Identifying and addressing misconceptions and gaps as early as possible. Giving extra support to those children who are not receiving it from home. Children's vocabulary has noticeably dipped which holds back reading and understanding. Developing interventions to narrow the gap.	
Projected spending	£46,209.27 (catch-up interventions LSA, providing targeted in class support, identifying barriers) £1,450.00 (Play therapist: support with specific trauma or bereavement) £15,831.80 (Attendance officer) £1,570.70 (Discovery education: Espresso- A broader curriculum access)	

Measure	Activity
Priority 1	<p><b><u>Breakfast Club led by school behaviour LSA:</u></b> 100% salary of trained Behaviour support LSA</p> <ul style="list-style-type: none"> <li>• To develop children's social and emotional learning to improve children's decision-making skills, interaction with others and their self-management of emotions.</li> <li>• To develop a positive school ethos for greater engagement, motivation and interaction in classes.</li> <li>• To seek to improve attainment by reducing challenging behaviours.</li> <li>• To provide a safe environment where children feel secure to express their emotions. To build relationships with both staff</li> </ul>

and children who they can trust. To take part in meaningful interactions during play-based tasks.

*“Recognising a feeling, naming an emotion and knowing how to share it, makes it easier to understand and to deal with.” (ECC)*

- Track progress made using difficulties questionnaire.

**Speech and language sessions led by trained LSA:**

- 1:1 and group speech and language sessions with trained LSA to develop spoken language and vocabulary skills
- The delivery of Wellcomm in EYFS

*“One in four children who struggled with language at age five did not reach the expected standard in English at the end of primary school, compared with one in 25 children who had good language skills at age five.” (Save the Children)*

**LSA to lead Mathletics Interventions:**

- Mathletics provides learners with the chance to put their mathematics skills to use through activities and challenges that are relevant and attention-grabbing. It is a good platform for reinforcing maths learning taught in school. It offers rote and repetitive learning to embed learning. Teachers can set content and specific tasks for children to practice skills. Teachers can see outcomes and monitor progress – strengths and weakness.
- Making this online platform accessible to our PP children as many lack computing equipment at home.

**LSA to lead Nessy Interventions:**

- Nessy Reading and Spelling program is highly effective in raising the reading level attainment of children. It can be monitored by classroom teachers or teacher's assistants and achieve very good results.
- It is designed to help all abilities to learn to read, spell, type and write.
- Making this online platform accessible to our PP children as many lack computing equipment at home.
- Action words Year 2
- Precision Grids
- Teacher to run Nessy club after school.

**Wider strategies for current academic year**

Measure	Activity
Priority 1	To increase parental engagement. Parents play a crucial role in supporting their children’s learning.

Parental engagement

### **Maths Workshops:**

- Maths lead/PP lead to support parents by running workshops. Focused upon place value and calculation from FS to year 2. Models and images to be shared and calculation policy sent home to all parents.
- Aim to develop parental skills in supporting Maths learning at home.
- To improve parent's confidence when supporting learners.
- To provide parents with models and images to use to support learners at home.
- To create a purposeful learning environment of high quality using practical strategies, tips, support and resources.
- To narrow the gap for learning.

### **English Workshops:**

- English lead/PP lead to support parents by running workshops. Focused upon phonics, reading and writing.
- Aim to develop reading at home.
- To improve parent's confidence, knowing how to support children successfully.
- To share ways to make English activities fun and engaging.
- To create a purposeful learning environment of high quality using practical strategies, tips, support and resources.
- To narrow the gap for learning.

*"By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading". EEF*

### **Class libraries:**

- To encourage quality time sharing and reading a book together. To extend children's vocabulary by reading a variety of quality texts.

### **Busy Bags:**

- To make time to play games with children. Focusing upon putting away phones/technology to have 'quality' time with their children. To build speaking and listening skills. To develop turn taking.

### **School PE kits:**

- Provided to children who do not have their own PE kits.
- Improve the school's uniform consistency allowing all children to access the PE curriculum safely.

### **Tapestry (EYFS):**



	<ul style="list-style-type: none"> <li>Learning platform to celebrate learning and encourage parents to upload home learning/achievements. All tool for staff/parents to communicate successfully.</li> </ul>
<p>Priority 2:</p> <p>To build memorable moments.</p>	<p>Providing memorable moments to excite and stimulate learners. Providing learning that is new.</p> <ul style="list-style-type: none"> <li>Year 2 visit to London to watch The Lion King theatre show.</li> </ul>
Barriers to learning these priorities address	Hard to reach families. Breaking down barriers so that parents feel supported to attend workshops. Changing the mindset of many families – the need to socially interact at home. Ensuring children are emotionally ready for home/school learning.
Projected spending	<p>£6.098.23 (Breakfast Club support staff)</p> <p>£23.410.05 (Pastoral Lead/ Behaviour support/Breakfast club support LSA)</p> <p>£4.099.15 (S+L LSA)</p> <p>£995.00 (CPOMS: online tool to ensure safeguarding processes are diligent effective)</p> <p>£345.00 (Tapestry: increasing parental engagement)</p> <p>£1.276.80 (Mathlectics)</p> <p>£894.50 (Nessy)</p>

## Monitoring and Implementation

Area	Monitoring and evaluation	Action and Impact
Teaching	<p>PP lead to collect planning to carry out planning scrutiny.</p> <p>Head/SLT/PP lead to carry out drops in/observations to ensure high quality teaching.</p>	<p>Termly data checks, Pupil progress meetings.</p> <p>Highlighting early interventions.</p>
Targeted support	<p>PP lead to monitor interventions. To ensure progress is being made. LSA to feedback progress and carry out half termly progress checks.</p>	<p>Termly data checks, Pupil progress meetings.</p> <p>Highlighting early interventions.</p> <p>Monitor online platforms for progress and track on Target Tracker.</p>
Wider strategies	<p>Engage families facing most challenges.</p> <p>Send parental survey to identify the need of our families.</p>	<p>Work closely with families/junior school/Attendance Officer on making links and monitoring these families.</p> <p>Using TLRs to build trust and positive relationships.</p> <p>Open door policy.</p>

	PP lead to liaise with class teachers to discuss parental involvement.	Offering resources.
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### Review: last year's aims and outcomes

Aim	Outcome
To support staff to deliver lessons that are consistently good or outstanding. Focusing upon teacher scaffolding, modelling and explanations.	Drop ins/observations were good, lessons had clear structures. Greater improvement upon scaffolding and modelling tasks. Children clear of learning expectations. Much greater emphasis on oral blending and segmenting. Parents aware of the phonics expectations and structures. Home reading books matched individuals' phonic phase. Parents observed phonics within all year groups and participated in activities to aid the learning of phonics at home.
To develop the Oracy curriculum	Classes increased the amount of time allocated to speaking and listening tasks. Greater emphasis on vocabulary and meanings. Many opportunities for talk partner, group and whole class discussions. Classes were beginning to use the Let's Talk sessions and the introduction of sentence stems were being used. Children were able to articulate their learning when undertaking pupil perception surveys. Oracy was beginning to show on planning and sessions were being implemented.
To provide Breakfast Club daily for invited children	Breakfast club provided a safe place to communicate thoughts and feelings. Mrs Lee worked well with families to build relationships with families who would not have engaged. Children were able to regulate emotions and used the zones of regulation to articulate this.

