# Pupil premium strategy statement – Rake CE Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 94 |
| Proportion (%) of pupil premium eligible pupils | 5% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-2025 |
| Date this statement was published | December 31st 2023. |
| Date on which it will be reviewed | October 2024. |
| Statement authorised by | IEB |
| Pupil premium lead | Paul Brown |
| Governor / Trustee lead | Chris Hawker |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £8,730 |
| Recovery premium funding allocation this academic year | £3000 |
| Pupil premium (and recovery premium\*\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | \*\* |
| **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* | £11,730 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Rake CE Primary School, 5% are from disadvantaged families. It is our intention that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including helping those who are already high attainers, to make further progress.  There are two approaches we use in the main:  • school-wide programmes such as high quality teaching, with a focus on areas in which disadvantages pupils require most support, i.e. writing. These initiatives will benefit all but specifically help close the gap.  • targeted approaches, such as those identified and initiated by teachers, support staff or SENCo, e.g. Emotional Literacy Support Assistant, or externally sourced support for which we use the grant to increase our pupils’ cultural capital by targeting them for specific experiences (e.g. priority access to clubs, support with costs of residential visits).  Finally, our approach will be responsive to the common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted are intended to complement each other to help pupils excel. To ensure they are effective we will:  • ensure disadvantaged pupils are challenged in the work they are set  • act early to intervene  • adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Emotional regulation – some of our disadvantaged pupils display challenging behaviours due to trauma and attachment issues which impacts negatively on their learning and progress. This is particularly evident in the key stage 1 class. |
| 2 | Disadvantaged pupils in the early years’ foundation stage are identified as having speech and language issues, inhibiting their progress in early years and into key stage 1. |
| 3 | Better outcomes - some are hindered by an unstable family life and may have been negatively impacted by the pandemic. |
| 4 | Aspirations – our disadvantaged pupils at times lack the aspirations that their peers inherently develop. This is particularly noticeable for our potentially higher attaining disadvantaged pupils. |
| 5 | Disadvantaged pupils at times show lower levels of independence and motivation that their peers. |
| 6 | Life experience – this is more limited for many of our pupils which impacts on their aspirations and their progress, particularly in writing. |

## 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.

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| Intended outcome | Success criteria |
| Increase further the rates of progress for disadvantaged children across key stages 1 and 2, specifically for middle and higher prior attainment, with a focus on greater depth | • The gap between all children’s outcomes and that of disadvantaged children narrows.  • Attainment for disadvantaged pupils in reading, writing and maths is close to or above the national figures for disadvantaged pupils  • Progress rates for disadvantaged pupils begins to exceed that of other pupils, as evidenced by internal cohorts’ assessments |
| Disadvantaged pupils develop fluency and articulation in the skills of writing in line with their more advantaged peers | • Assessment in the skills of writing show little or no gap between disadvantaged pupils and their peers  • The gap is closing for the youngest children when compared to their peers  • Attainment in writing for disadvantaged pupils is quickly improving and moving towards national outcomes |
| Disadvantaged pupils can express aspirations for themselves and their futures, in line with their peers | • Pupil voice and anecdotal evidence from teachers in class shows improved aspirations and ability to articulate wishes for their futures.  • They show a greater range of desires for their (school) careers |
| Disadvantaged pupils are able to regulate their emotions and are better able to learn and make progress | • Dysregulated disadvantaged children are showing fewer incidents of behaviour that stops them from learning  • Disadvantaged pupils are able to engage in discussions about their learning and progress  • They show good and improving levels of self-esteem |
| Disadvantaged pupils show good motivation and increasing independence in their learning | • Disadvantaged pupils are able to talk about their learning, show motivation to persevere and are developing greater independence in their learning (as evidenced by teachers and support staff) |
| Attendance is sustained for all our pupils, particularly our disadvantaged pupils | • Attendance is improving term on term, year on year for all pupils and also for disadvantaged pupils  • The overall absence rate for all pupils being no more than 5%  • The percentage of disadvantaged pupils being no more than on a par with their peers. |

## 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: £5500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training teachers and TAs for Read, Write, Inc to improve phonics, reading and writing outcomes for disadvantaged pupils and those in the wider school | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  Phonics | Toolkit Strand | Education  Endowment Foundation | EEF | 2,3 |

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

Budgeted cost: £2500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional phonics  intervention sessions and resources targeted at disadvantaged pupils who require further  phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  Phonics | Toolkit Strand | Education  Endowment Foundation | EEF | 2,3 |
| Teacher and teaching assistant intervention supporting each year group to provide specific  interventions, often  delivered at the point of  teaching for disadvantaged pupils and those with SEND. | Impact of a dedicated qualified teacher in accelerating pupils’ progress is made clear by the EEF toolkit. It highlights the expertise of these teachers and how this can be used to narrow the gap for disadvantaged pupils. This work can also be extended to provide support for teaching assistants to carry out one to one and small group interventions.  https://educationendowmentfoundation.org.uk/courses/makingbest-  use-of-teaching-assistants-online-course/structuredinterventions/  recommendations-5-and-6-unpacking-theevidence | 2,3 |

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

Budgeted cost: £ 3730

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| Activity | Evidence that supports this approach | Challenge number(s) addressed | |
| Designated ELSA time to support the needs more  fully on children eligible for PP. Use of a trained ELSA to support the mental health and wellbeing needs of children through targeted interventions and support to staff. ELSA staff support sessions release time. | The average impact of successful SEL interventions is an additional four months’ progress over the course of a year.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 1 | |
| To support the cost of  residential visits for  disadvantaged children,  to provide free or  subsidised places to the  pantomime each  December | Disadvantaged pupils are at risk of not  being able to access the same activities  as their peers. Our residential visits are  a key part of developing confidence,  independence and accessing activities  not normally available and so help to  develop their cultural capital – including  the includes the annual visit to the  pantomime, and supporting, on a case by case basis requests for children to have help with the costs of residential and class trips. | 1,3,6 | |
| To provide priority  access and financial  support for clubs for disadvantaged children | Costs can be a limiting factor in  disadvantaged children accessing  clubs. Accessing provision for sports  and arts clubs is key in ensuring  inclusion. Disadvantaged children get  priority booking and financial support  and, if appropriate, access to a club  specific to their individual needs. | 1,3,6 | |
| Embedding principles of  good practice set out in  the DfE’s Improving  School Attendance advice. | Pupils displaying emotional and  behavioural issues often struggle with  the regulation of their feelings and some  may also have trauma or attachment  issues. Significant therapeutic support  can make a real difference and is  provided by Your Space qualified  practioners. | 4 |

**Total budgeted cost: £ 11,730**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| For PP pupils in all year groups to make, or exceed, expected progress.  To continue to improve quality first class teaching across all year groups. To continue to deliver a Mastery Curriculum.  Teachers have received in house training, through INSET days and through staff meetings.  Lesson observations and teacher assessments showed progress in reading, writing and maths for most pupils eligible for PP. Some new PP children have started at the school mid year, four of which are EAL.  Reading 75%  Writing 38%  Maths 50%  (50% SEND)  This approach will continue with additional new and current staff training in phonics and wider curriculum areas planned. Training in Read, Write Inc will be delivered through external providers and subject leaders. There are greater opportunities for the sharing of knowledge and expertise within the federation.  A trained ELSA will continue to sup port the needs more fully on children eligible for PP.  Updating resources including reading books and online teaching re- sources to support teaching and learning at home and in school.  Subscriptions to online learning platforms/apps such as were purchased to enhance curriculum teaching. The annual library subscription ensured children were able to access high quality texts to use both in school and read at home. This has enabled children to make progress in reading.  For identified gaps in learning to be addressed  Varied interventions (*according to need*) to be provided by LSAs and teachers.  Teacher Assessment reflects that 54% of children eligible for Pupil Premium, with 50% SEND, are making progress in reading, writing and maths.  This approach will continue as it has shown to help children make progress in all year groups.  Teaching assistants will use training in the First Class maths Interventions next term, as it has had proven success in our other settings.  For pupils to have basic needs met (Maslow) to ensure they are ready physically, mentally and emotionally to learn.  Teaching assistants support available for children who need emotional support. This includes in class support and support through targeted interventions under the supervision of the SENDCo.  This has helped to improve attendance and children have benefitted from emotional support which has helped them to be ready to learn. This has been especially important and beneficial due to the emotional impacts of historical missed schooling.  We have seen a rise in the need for emotional support, in particular we have seen an increase of children with anxiety. The SLT/SENCo will continue to provide advice and resources/strategies to both families and teachers to support children with anxiety.  We will continue to utilise the ELSA to provide 1:1 sessions for children who have mental health and wellbeing needs.  To ensure disadvantaged pupils access enrichment experiences.  To subsidise school trips including the residential trip for Years 5 & 6.  To fund additional activities such as after school clubs.  Pupils will partake in cultural visits.  School trips and residential benefit children’s emotional wellbeing. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
| ELSA | ELSA Network |
| Read Write Inc | OUP |

## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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| *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.* |