

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: Rumboldswyke Church of England Primary School	
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lisa Harris, Head of School
Pupil premium lead	Lisa Harris
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,415
Recovery premium funding allocation this academic year	£2,610
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	£12,025

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective 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 progress for those who are already high attainers.

High-quality teaching and high expectations are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. A greater emphasis is placed on reading, in particular early reading and understanding of vocabulary, for our socially disadvantaged children.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also 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.

Pupil Premium funding will be allocated based on need. Limited funding and resources, based on the previous year's numbers, means not all children receiving FSM will be in receipt of pupil premium interventions at one time.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- that all disadvantaged pupils in school are given access to wider opportunities so they can embrace life in all its fullness.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to our KS2 children and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Lack of parental engagement with reading at home.
4	Not all disadvantaged children are attaining age related expectations in line with their peers in RWM.
5	Social and emotional needs are affecting emotional resilience and behaviours for learning.
6	Family finances and access to wider opportunities and experiences which develop the whole child.
7	Attendance data indicates that attendance/ punctuality among disadvantaged pupils is around 9% lower than for non-disadvantaged pupils.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved parental engagement with reading. Parents will listen to children read more at home	By the end of Year 2, children will read all tricky words or be reading at least 3 times a week at home.

Intended outcome	Success criteria
Improved reading attainment among disadvantaged pupils.	End of year reading outcomes show that over 44% (8/18) of disadvantaged children met the expected standard. (27%, 3/11 children, met in Summer 2021)
Improved maths attainment for disadvantaged pupils.	End of year reading outcomes show that over 44% (8/18) of disadvantaged children met the expected standard. (27%, 3/11 children, met in Summer 2021)
Continue to support engagement and provide access to enrichment experiences for learning they would not usually experience including local trips, learning musical instruments and extracurricular clubs.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance of disadvantaged pupils is above 95%.
The social and emotional needs of disadvantaged children will be supported to enable them to make positive behaviour for learning choices and be happy in school.	Improved engagement in lessons based on teacher observations. Children will use strategies taught to ensure they are accessing the curriculum.

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: £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Vocabulary embedded in curriculum maps.</p> <p>Hooked on Books – Demonstration Reading</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 4</p>
<p>In class CPD by SLT</p>	<p>EEF guide to Pupil Premium – tiered approach – teaching is the top priority.</p>	<p>1,2,3,4</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD through NCETM Spines.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>4</p>

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

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit a teaching assistant with extensive experience of RWI phonics and Numicon / Mastery Maths to deliver Catch up interventions	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	2, 3, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics Toolkit Strand Education Endowment Foundation EEF Analysis of phonics assessments completed in Summer Term 2021 showed that particular children had specific gaps in their phonics knowledge. Phonics teaching and targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, as documented in the EEF Toolkit.	2,3,4
Meet the teacher meetings Parental workshops Frequent checking in with parents Use of Seesaw to communicate. Precision Teaching for tricky words.	EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes general approaches which encourage parents to support their children with, for example reading or homework	2,3,4

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

Budgeted cost: £6,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide subsidies and financial support to enable disadvantaged children to access all school trips, enrichment opportunities and learning experiences.	An enriching and stimulating curriculum along with offering extra-curricular activities, impacts positively on enjoyment and engagement with learning and therefore attendance, progress, attainment and behaviour.	5, 6, 7
Play therapist to support children with social, emotional difficulties. An additional MDMS and teaching assistant will be employed to meet the day-to-day emotional needs of the children, particularly the disadvantaged.	Evidence from EEF Toolkit suggests that meta-cognition and self-regulation have consistently high levels of impact, with pupils on average making an average of 8 months' additional progress Children will demonstrate increasing resilience and settle quickly to school and lessons so disruptions are a rarity. A holistic approach to supporting all the needs of children helps the children be ready to learn and make progress.	5, 7
Close monitoring of attendance of disadvantaged children and absence is followed up quickly. Specialist support for children and families with additional needs e.g. Early Help, School Nurse, Fair Access etc.	Working with external agencies to support disadvantaged children and families improves the attendance and wellbeing of these children and therefore their attainment and progress.	7
Contingency fund for acute issues. E.g. uniform / resources needed for school. Access to breakfast club to support attendance and punctuality issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	7

Total budgeted cost: £12.025

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.

36% (4) of our disadvantaged children made better than expected progress in Reading: this was due to targeted interventions and the personalised provision during the January-March lockdown period. Teachers communicated via online platforms, telephone calls and weekly doorstep drops to all families. All of our disadvantaged children were encouraged to come into school (4/11 attended)

27% (3) of our disadvantaged children made better than expected progress in writing and maths, however 1 disadvantaged child made less than expected progress in Maths. Our assessment of the reason for this points primarily to Covid-19 impact as children did not have access to concrete resources.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils.

High staff: pupil ratios ensured that children had time to talk through their concerns and allowed adults to work restoratively to unpick disputes or challenges on the playground. This meant that less time was wasted in lessons dealing with playground disputes.

All PP pupils took part in before and after school clubs. Breakfast club was offered free for all to ensure that children had the best possible start to the day. 2 children took up musical lessons.

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

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.