

Pupil premium strategy statement: The Federation of Rawcliffe Bridge and Rawcliffe 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

Detail	Data	
Number of pupils in school	45 N-6	100
Proportion (%) of pupil premium eligible pupils	24%	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-24 (22-23)	
Date this statement was published	Dec 2022	
Date on which it will be reviewed	April '23	
Statement authorised by	A Britton	
Pupil premium lead	R Knight	
Governor / Trustee lead	S Craik	

Funding overview

Detail	Amount	
Pupil premium funding allocation this academic year	£15,235	£16,260
Recovery premium funding allocation this academic year	£1,595	£1,595
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*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.</i>	£0	£
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£16,830	£17,855

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding we consider the context of our two schools and the subsequent challenges that we face. Within our small communities, the challenges are at times varied and complex and it is important to acknowledge that no “one size fits all”. In considering the challenges faced by disadvantaged pupils and their personal barriers to learning, we work to ensure that we close the gap between disadvantaged children and their peers so that all pupils achieve their full potential.

No matter what limitations children have, we want them to be inspired in all areas of life so they become lifelong learners. We want them to grow in personal confidence so that they can leave our school with a strong awareness of their own identity and that we are each unique in our own way. As a school we teach our children to: be kind; be inspired; be you.

All children, regardless of their circumstances have the same ambition, experiences and opportunities offered to them and no barriers are overlooked. The school community, including families, have a range of resources and strategies to support children in overcoming these barriers to learning and that bespoke support for individual circumstances can be offered.

In making provision for disadvantaged pupils, we recognise that not all pupils who receive Free School Meals will be socially disadvantaged and not all pupils who are socially disadvantaged will be in receipt of free school meals. For this reason we reserve the right to distribute funding support to any group of pupils that the schools deems socially disadvantaged.

The Federation of Rawcliffe Bridge and Rawcliffe Primary School has a strong focus on proficiency in basic skills which will help to secure full curriculum access.

Recovery Funding: this year this will be used for intervention support for reading and maths prior to the school day starting.

Challenges

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

Challenge number	Detail of challenge
1	Limited exposure to and acquisition of vocabulary. Language acquisition and vocabulary can be limited in comparison to peers – access to high tier vocabulary can have an effect on Reading, Writing and Phonics as they move through school.
2	Staff expectations of vulnerable pupils is too low

3	Staff are not always confident in correctly identifying the barrier when there are more than one so the appropriate support isn't put in place early enough.
4	Social & emotional issues limit curriculum access
5	Attendance & punctuality

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>Children to be fluent and articulate speakers.</p> <p>There will be no difference between understanding or usage of high tier vocabulary between pupils of similar age / ability regardless of background.</p> <p>Extra reading practice is in place for pupils.</p>	<p>Evidence through in-school monitoring of a 'language-rich' curriculum with an increase in quality vocabulary by all pupils.</p> <p>End of year data to show impact in reading, phonics and writing outcomes.</p> <p>The number of children needs SALT referrals for language has reduced.</p> <p>In EYFS articulation of words and sounds will be correct.</p>
<p>All staff have the highest expectations of all pupils and do not see vulnerability of any sort as an excuse for poor performance.</p>	<p>Quality first teaching is evident throughout school with clear adaptations used to support pupils progress.</p>
<p>Staff are able to correctly identify barriers and implement appropriate interventions in order to fully support pupils.</p>	<p>Staff are able to identify any barriers by implementing appropriate strategies - as a result pedagogy has supported the progress of pupils so the gap between disadvantaged and non-disadvantaged has reduced.</p>
<p>Children have their individual needs met so that they can sustain good mental health and wellbeing.</p> <p>Children's' confidence in their learning will be improved to reflect their ability and attainment.</p>	<p>Emotional and welfare needs are quickly identified at early stages of education and support is put in place.</p> <p>Children are developing a bank of strategies to support them in identifying and coping with their emotions.</p>
<p>To improve and sustain good attendance and reduce the number of families who are persistent absentees or late.</p>	<p>Early identification of concerns about attendance and actions are quickly put in place.</p>

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: £5,755 + £6,730 = £12,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS & KS1 and interventions in KS2 focus on phonics using Little Wandle catch up</p> <p>Reading focuses on developing strategies that include incorporating a focus on ambition vocabulary.</p>	<p>Little Wandle phonics is used as a reading approach and as part of catch up consistently across school.</p> <p>Staff receive bespoke CPD through English Hub.</p> <p>Purchase of intervention resources and books follow parent survey on use of technology for reading.</p> <p>EEF & Ofsted research shows that children from disadvantaged backgrounds are more likely to have lower vocabulary knowledge – leading to lower academic success.</p>	<p>1 & 2</p>
<p>Quality first teaching</p>	<p>Consistent use of strategies that have helped pupils that are 'disadvantaged' achieve the high expectations in lesson have been proven to decrease the gap when compared to national percentages.</p>	<p>1, 2, 3 & 4</p>
<p>CPD: bought in from external agencies and for developing 'in-house specialists'</p> <p>Train staff at all levels so that they are knowledgeable about how to identify potential mental health issues as they emerge and embed 'healthy minds' as an integral element of the school's curriculum</p> <p>Through collaborative and coaching models for staff to ensure strategies become embedded</p> <p>Staff inset costs</p>	<p>Staff at all levels will undertake shared training as part of staff meetings and training days as well as time out of class to receive bespoke 1:1 support.</p> <p>Staff undertake training together, working collaboratively and reflecting and coaching each other on common shared goals which has proven to strengthen the effectiveness of moving the quality of provision forwards for learners.</p>	

Purchase of Nesy, Nesy Dyslexia and Toe by Toe	Rapid daily/weekly intervention in the basic skills of phonics and reading. EEF Evidence suggests that targeted deployment of teaching assistants has a higher impact of up to +4 months..
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £2,800 + £2,800 = £5,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to a wide range of quality texts which support vocabulary development and allow children to be immersed in language. Further development of clarifying strategies in reading to ensure unknown vocabulary is explained and can be used in the future	Immersion in language, through resources used and the wider environment can support pupils to incorporate vocabulary and language into their own work and working vocabulary. EEF identifies: on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approached allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective challenge.	1 & 2
Audit of current reading & library books to evaluate level of language and sophistication of vocabulary. Research new schemes/titles and gradually increase access to books with more sophisticated language over 3 years of the strategy.	EEF research outlines the vital importance of language development to attainment and progress Reading continues to be a high focus across the Federation and a love of reading culture is developed and embedded.	

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

Budgeted cost: £9,300 + £7,300 = £16,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of an ELSA support assistant to work with	EEF – social and emotional learning – improves interaction with others and self -management of	4 & 5

<p>both children and families to address social and emotional barriers to learning</p> <p>Sensory support for children with specific needs.</p> <p>(ELSA role: Continuation of the current post holder and the training of other colleagues to support children and families across the school. Time for ELSAs to work with children and families to support with pupil engagement and emotional wellbeing.</p>	<p>emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment</p> <p>EEF toolkit – parental engagement shows that +4 months can be gained through the involvement of parents in their learning.</p> <p>EEF report on attendance interventions show that putting rapid intervention in place changes the behaviour of the children, increases attendance and improves attainment</p>	
<p>Purchase of GL Assessment and Boxall Profile</p>	<p>EEF suggests that for children with multiple levels of disadvantage it is important that areas of need are quickly identified and specific targets and strategies for support are employed in order to enable children to make progress.</p>	<p>2,3,4 & 5</p>
<p>Good attendance is promoted and celebrated. Where attendance issues are identified and persistent absence, ensure decisive action is taken (update the LA agreed policy to reflect the measure we will take if chn attendance is below national expectation and impacting on learning)</p> <p>Attendance forms part of SLT and Safeguarding fortnightly meetings and rigorous actions are monitored.</p>	<p>Working together to improve school attendance documentation.</p> <p>Use of breakfast club and extra breakfast to be provided for pupils so that they are able to focus on arrival in school.</p>	<p>5</p>

Total budgeted cost: £ 34,685

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All staff can identify children in receipt of PPG and are more confident in identifying children not in receipt but who may be entitled. Quality first teaching is supporting staff in ensuring appropriate barriers are identified and strategies in place.

Staff are able to discuss some of the barriers in progress reviews. The PPG grant spent on staff CPD has ensured that appropriate strategies are being put in place for some groups of children and this has meant the gap has narrowed; this is not yet the case for all pupils and further work on quality first teaching will continue next year.

Classrooms are increasingly becoming language rich and in Early Years and Key Stage 1 the gap in vocabulary is being reduced so that EOKS outcomes for disadvantaged is in line with outcomes for non-disadvantaged.

There has been steady improvement in some cohorts, however there has been slight declines in others. PPG funding spent on teacher CPD has helped improve outcomes. Where Chatta is used consistently, language development for disadvantaged is in line with non-disadvantaged. Working walls are evident in all classrooms and children in most classes can talk through how they are used. SALT referrals have been made but not all referrals have been accepted or followed through by families – further work on this is required.

The emotional wellbeing of children is positively affected by in-school support and children and families feel supported by school.

Children in receipt of PPG are accessing a wide range of extra-curricular activities. Tracking shows all pupils in receipt of PPG in KS2 have attended a wide range of extra-curricular sporting events and have been provided with opportunities to learn musical instruments – this has led to improvements in behaviour for some children.

Parents regularly come to staff for additional support with a range of needs. Children receive a wide range of ELSA interventions and further training in Boxall Profile has been implemented to show progress of children. This year we have had a reduction in the number of referrals to Early Help due to the work implemented by the ELSA. Providing this emotional support remains of vital importance for our pupils.

A reduction in persistent absenteeism through early identification of attendance concerns is slowly showing improvements.

Over the last term, relationships between the school and the wider community have developed and families have attended events for phonics, reading, maths and sport. This has helped to develop a more positive relationship between school and home.

Children who are persistent absentees are quickly identified and tracked with new systems in place – this will continue to be embedded.

Externally provided programmes

Programme	Provider
Chatta	Chatta
Jigsaw Resilience	Jigsaw
Numbots & TT Rockstars	Maths SEnse
GL Assessment	
Nessy	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
No service children
The impact of that spending on service pupil premium eligible pupils

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.