



Pupil premium strategy statement 2021 – 2022

September 22 Evaluation

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Rainow Primary School
Number of pupils in school (Sep 21) (July 22)	188 184
Proportion (%) of pupil premium eligible pupils (Sep 21) Sep (July 22)	7.9% (15 pupils) 7.1% (13 pupils)
Academic year that our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	December 2021
Dated on which it will be reviewed	April 2022 Sep 2022
Statement authorised by	Jonathan Norris, Headteacher
Pupil premium lead	
Governor lead	
	Paula Riordan, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	10 x PPG (£1,345 per pupil) = £13,450 5 x Looked After or Post Looked after Children (approx. £2,345 per pupil) =£11,725 (approx. as we bid for Looked After Children funds from the LA)
Recovery premium funding allocation this academic year	15 x £145 (per pupil) = £2,175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£27,350



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or challenges, are given the best possible chance to maximise their potential. High-quality teaching is 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. We will also use focused support, curriculum enrichment and pastoral care to achieve the aims laid out below:

We aim to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally. (ensuring they make good progress from relative starting points)
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social, mental and emotional well-being and to develop resilience.
- Enable children to access a wide range of opportunities to develop their knowledge and understanding of the world.

Achieving our aims:

In order to achieve our aims and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to address identified gaps in learning.
- Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.



Challenges

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

Challenge number	Detail of challenge
1	5 of our 15 children eligible for Pupil Premium funding are also on our SEND register (3 children with EHCPs / complex needs).
2	Assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. (4 of our 10 Non-SEND children eligible for Pupil Premium funding are at the age-related standard in reading). This is due to gaps in phonological awareness for some children, and basic comprehension skills.
3	Assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. (3 of our 10 non-SEND children eligible for Pupil Premium funding are at the age-related standard in writing) This is due to poor phonics knowledge, limited vocabulary and sentence structure when working independently.
4	Assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. (6 of our 10 non-SEND children eligible for Pupil Premium funding are at age-related standards in mathematics) They do not have a firm understanding of number and lack the ability to recall basic number facts.
5	COVID has affected the emotional well-being of our disadvantaged pupils.
6	Due to financial constraints and COVID, some children are unable to access some extra-curricular activities that may improve their self-esteem and feeling of inclusion.
7	A small proportion of PP children have poor attendance .



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.

Challenge	Intended outcome	Success criteria
1 <u>SEND</u>	Pupils with SEND make good or better progress	<p>Termly reviews of SEND support plans, EHCP and PEPs indicate good or better progress from identified starting points for all children.</p> <ul style="list-style-type: none"> We organised a successful move to a specialist placement for one of our EHCP children. Other SEND children have all made good progress from baseline assessment.(all children have received either 1:1, small group or specialist intervention.
2 <u>Reading</u>	Pupils will acquire better phonics knowledge and comprehension skills.(reading)	<p>All PP children pass the Phonics Screen check at Y1 and Y2 (or at line with national).</p> <ul style="list-style-type: none"> Both Y1 pupils passed the Phonics Screening Check, June 22. PP National Y1 Phonics Screen Pass = 62%) Y1 Pupil with SEN passed (100%). PP SEN National Y1 Phonics Screen Pass, = 38% All three Y2 pupils passed the Phonics check in December 21. <p>60% (or at least in line with national) of pupils reach the age-related standard in reading.</p> <ul style="list-style-type: none"> 7 out of 13 pupils achieved EXS+ in reading (54%). 2 out of 3 (67%) Y2 pupils achieved EXS+ PP National EoKS1 Reading EXS+ = 51% 2 out of 3 (67%) Y6 pupils achieved EXS+ in reading (both were GDS) PP National EoKS2 Reading, 2022 = 62% KS1 – KS2 progress for Y6 pupils was 1.3 (0 = average) In-house data indicates that reading progress for PP children was at least good (3.77 pts progress vs. 3 as expected).



<p>3 Writing</p>	<p>Pupils will improve their understanding and ability to construct effective sentences.</p>	<p>50% (or at least in line with national) of pupils achieve the age-related standard in writing.</p> <ul style="list-style-type: none"> • 3 out of 13 (23%) pupils achieved EXS+ in writing. • 1 out of 3 (33%) Y2 pupils achieved EXS+ in writing. PP National EoKS1 Writing EXS+ = 41% • 1 out of 3 (33%) Y6 pupils achieved EXS+ in writing. PP National EoKS2 Writing EXS+ = 55%. • KS1 – KS2 progress for Y6 pupils was -5.6 (0 = average) • In-house data indicates progress for the year was just above average (3.05 vs. 3 as expected)
<p>4 Maths</p>	<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>At least 70% of pupils achieve the age-related standard in mathematics.</p> <ul style="list-style-type: none"> • 6 out of 13 pupils (46%) achieved EXS+ in maths. • 1 out of 3 (33%) Y2 pupils achieved EXS+ in maths. PP National EoKS1 maths EXS+ = 52% • 3 out of 3 (100%) Y6 pupils achieved EXS+ in maths. PP National EoKS2 Matha EXS+ = 52%. • KS1 – KS2 progress for Y6 pupils was -1.6 (0 = average) • In-house data indicates progress for the year was average (3 vs. 3 as expected)
<p>5 SEMH</p>	<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations (gathered via short reports from Forest Schools, yoga and other nurture opportunities) • Lots of evidence to suggest that our disadvantaged pupils feel safe, happy and successful at school.



6 Enrichment	Pupils will have the opportunity to experience a wide range of extra-curricular activities.	<p>Pupils will attend all educational trips, residential and, where appropriate, have access to after school clubs/extra-curricular activities.</p> <ul style="list-style-type: none">• Various class trips and residential (Y2, Y3, Y4, Y5 and Y6) were attended by all PP children.
7 Attendance	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>100% of disadvantaged pupils achieve a 95%+ attendance for 21-22.</p> <ul style="list-style-type: none">• 77% of PP pupils achieved an attendance of 95%.• Average attendance of 13 x PP pupils was 95.89%• Where attendance dropped, we can evidence where school intervention helped improve attendance.

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: approx. **£7,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. (£800-£1000)	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4
CPD precision teaching for all teachers and teaching assistants (£1500)	EEF guidance report for SEND here refers to explicit instruction and targeted small group/1:1 intensive intervention as being an effective tool for pupil progress. Precision Teaching is a systematic and precise method of evaluating whether a student has or has not acquired knowledge and skills within a particular curriculum area. A case study can be found here .	1, 2, 3, 4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. (£600 for the WELCOM resource and £100 for CPD for TAs)	Oral language interventions Toolkit Strand Education Endowment Foundation EEF Our new intervention will be targeted at the EYFS (and older children who may benefit).	1
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Bug Club. (£2000)	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:	1, 2, 3, 4



<p>Phonics CPD for all teachers and teaching assistants.</p> <p>Purchase high quality texts for borrowing via our BookFlix project. (£400)</p> <p>CPD for the VIPERs approach to teaching reading skills.</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF (+4 months)</p> <p>Comprehension Toolkit Strand / EEF (+6 months)</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 (including Teaching for Mastery training). (£600)</p> <p>Purchase extra maths equipment to supplement the CPA approach, (£1000)</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: 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: Improving Mathematics in Key Stages 2 and 3</p>	4
<p>Improve the quality of social emotional and mental health (SEMH) learning. (new scheme of work) (£200)</p> <p>DfE accredited training for our SEMH Lead teacher. (DfE training is funded but there will be a supply cost - £200)</p> <p>SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: **£10,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics / precision sessions targeted at disadvantaged pupils who require further support. (delivered by TA = approx. £4000)	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	1, 2, 3, 4
Speech and Language intervention (TA, no cost)	Oral language interventions are recognised as an effective tool to help children progress. EEF evidence can be found here (+6 months).	1, 2
Engaging with the National Tutoring Programme. (approx. £1100) Utilizing private tutors. (approx. £2200)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4, 5
Reading interventions: extra guided reading, comprehension activities (TA: approx. £1500)	EEF indicates moderate impact for small group intervention (+4 months).	2
Maths interventions: TT Rockstars, Numbots, pre-teaching, bespoke intervention + in class support (TA: approx. £1500)	EEF indicates moderate impact for small group intervention (+4 months). EEF indicates moderate impact for digital technologies (+4 months)	3

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

Budgeted cost: Approx. **£8,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding extra-curricular and after school clubs. A range of extra-curricular activities are offered at Rainow School: music, sports, dance, computing (approx. £3400)	EEF indicates moderate impact for social and emotional interventions. We understand that extra-curricular activity can help promote a love of learning, improve social skills, self-esteem, a sense of community and a feeling of self-worth.	5, 6
Funding visits and residential (approx. £2500)	Visits and residential trips work to enrich the curriculum and it is vital that all children are able to access them. 'Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation'. (EEF)	5, 6
Forest Schools (Approx. £1400)	Our school woodlands are extensive and we have offered a Forest School, led by a trained TA, for many years. Our Forest School's programme is based on a fundamental respect for children and their capacity to instigate, investigate and maintain curiosity for the world around them. It seeks to improve children's self-awareness, self-regulation, self-motivation, empathy and social skills. Evidence based research around forest schools can be found here	5
Yoga / Nurture (Approx. £700)	Yoga can provide positive and pedagogical support in school and "increase mindfulness, emotional regulation, and positive behaviours of school students" (Accardo, 2017)	5



Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and the implementation of new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7
Contingency	£1450	

Total budgeted cost: £25,900



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

See above for evaluation of 21-22.

Please see the Pupil Premium Grant Report for 2020-21 on the school website, along with the reviewed COVID Catch-Up Report for 2020-21.