



## Pupil premium strategy statement 2022 - 2023

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 22)	177
Proportion (%) of pupil premium eligible pupils	6.8% (12 pupils)
Academic year that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	December 2022
Dated on which it will be reviewed	April 2023 and Oct 2023
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	8 x PPG (£1,385 per pupil) = <b>£11,080</b> 4 x Looked After or Post Looked after Children (approx. £2,410 per pupil) = <b>£9,640</b> (approx. as we bid for Looked After Children funds from the LA)
Recovery premium funding allocation this academic year	<b>£2000</b> (the DfE minimum 'floor rate' because 12 x £145 = £1740)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£22,720</b>



## 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	4 of our 12 (33%) children eligible for Pupil Premium funding are also on our <b>SEND</b> register (2 x children with EHCPs / complex needs).
2	Assessments indicate that <b>reading</b> attainment among disadvantaged pupils is below that of non-disadvantaged pupils. (3 of our 8 Non-SEND children eligible for Pupil Premium funding are <u>not</u> 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 <b>writing / SPAG</b> attainment among disadvantaged pupils is below that of non-disadvantaged pupils. (4 of our 8 non-SEND children eligible for Pupil Premium funding are <u>not</u> at the age-related standard in writing and 5 of 8 in SPAG) This is due to poor phonics knowledge, limited vocabulary and sentence structure when working independently.
4	Assessments indicate that <b>maths</b> attainment among disadvantaged pupils is below that of non-disadvantaged pupils. (3 of our 8 non-SEND children eligible for Pupil Premium funding are <u>not</u> 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 <b>emotional well-being</b> of our disadvantaged pupils.
6	Due to financial constraints and COVID, some children are unable to access some <b>extra-curricular activities</b> that may improve their self-esteem and feeling of inclusion.
7	A small proportion of PP children have poor <b>attendance</b> .

## 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 <b><u>SEND</u></b>	Pupils with SEND make good or better progress	Termly reviews of SEND support plans, EHCP and PEPs indicate good or better progress from identified starting points for all children.
2 <b><u>Reading</u></b>	Pupils will acquire better phonics knowledge and comprehension skills. (reading)	All PP children pass the Phonics Screen check at Y1 and Y2 (or at line with national). At least 67% (or at least in line with national) of pupils reach the age-related standard in reading.
3 <b><u>Writing</u></b>	Pupils will improve their understanding and ability to construct effective sentences.	At least 50% (or at least in line with national) of pupils achieve the age-related standard in writing.
4 <b><u>Maths</u></b>	Improved maths attainment for disadvantaged pupils at the end of KS2.	At least 60% (or at least in line with national thresholds) of pupils achieve the age-related standard in mathematics.
5 <b><u>SEMH</u></b>	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations (gathered via short reports from Forest Schools, yoga and other nurture opportunities)</li> </ul>
6 <b><u>Enrichment</u></b>	Pupils will have the opportunity to experience a wide range of extra-curricular activities.	Pupils will attend all educational trips, residentials and, where appropriate, have access to after school clubs/extra-curricular activities.
7 <b><u>Attendance</u></b>	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	100% of disadvantaged pupils achieve a 95%+ attendance for 22-23.

## 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. **£4,700**

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. <b>(approx. £300)</b>	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:  <a href="#">EEF article on diagnostic assessment</a>	1, 2, 3, 4
Precision teaching CPD for teaching assistants <b>(£200)</b>	EEF guidance report for SEND <a href="#">here</a> 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 <a href="#">here</a> .	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 to supplement ongoing S & L intervention. <b>(approx. £200)</b>	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>  Assessment and intervention will be targeted at the EYFS (and older children who may benefit).	1
Purchase of extra resources to supplement our <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. Bug Club. <b>(£2000)</b>  Phonics CPD for all teachers and teaching assistants.	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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF (+4 months)</a>	1, 2, 3, 4



<p>Purchase high quality texts for borrowing via our BookFlix project or to match pupil interests. <b>(£200)</b></p> <p>CPD for the VIPERs approach to teaching reading skills. <b>(free)</b></p>	<p><a href="#">Comprehension Toolkit Strand / EEF (+6 months)</a></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). <b>(£600)</b></p> <p>Purchase extra maths equipment to supplement the CPA approach, <b>(£800)</b></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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	4
<p>Improve the quality of social emotional and mental health (SEMH) learning.</p> <p>DfE accredited training for our SEMH Lead teacher. (DfE training is funded but there will be further supply cost - <b>£400</b>)</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): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></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. <b>£3100</b> )	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4
Speech and Language intervention ( <b>£1200</b> )	Oral language interventions are recognised as an effective tool to help children progress. EEF evidence can be found <a href="#">here</a> (+6 months).	1, 2
Engaging with the National Tutoring Programme / school led tutoring. (approx. <b>£2000</b> )	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: <a href="#">One to one tuition   EEF</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )  And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4, 5
Reading interventions: extra guided reading, comprehension activities (TA: approx. <b>£2000</b> )	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. <b>£2000</b> )	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. **£7,500**

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 <b>(approx. £2500)</b>	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. It also ensures that all of our children can access every school activity.	5, 6
Funding visits and residential <b>(approx. £2100)</b>	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 <b>(Approx. £1400)</b>	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 <a href="#">here</a>	5
Yoga / Nurture / ELSA <b>(Approx. £1500</b> – cost of ELSA teacher including supervision days non-contact)	Yoga can provide positive and pedagogical support in school and "increase mindfulness, emotional regulation, and positive behaviours of school students" (Accardo, 2017) ELSA	5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School</a>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7





<u>Attendance</u> advice. This will involve training and the implementation of new procedures.		
Contingency	<b>£220</b>	

**Total budgeted cost: £22500**



## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

Please see the Pupil Premium Strategy 21-22 document on the school website [here](#) for an evaluation of progress against last year's actions.