# Pupil premium strategy statement

## 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

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| Detail | Data |
| School name | Rattlesden Primary |
| Number of pupils in school | 120 |
| Proportion (%) of pupil premium eligible pupils | 17% |
| Academic year/years that our current pupil premium strategy plan covers | 3 years |
| Date this statement was published | 15.09.22 |
| Date on which it will be reviewed | 10.01.23 |
| Statement authorised by | Phil MacKay |
| Pupil premium lead | Helen Ballam |
| Governor / Trustee lead | Gill Marchant |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £24,930 |
| Recovery premium funding allocation this academic year | £2,610 |
| National Tutoring funding | £162 per pupil = £2, 916 |
| 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 | £30, 456 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objective for our disadvantaged children is that all pupils are able to reach their full academic potential, across the curriculum. All children, despite the challenges they face, have the right to an education that improves their chances to succeed in life, not only academically, but socially and emotionally too. We wish all of our children to thrive at Rattlesden and build their confidence and resilience to take forward with them to secondary school.

Although on the surface Rattlesden as a village seems to be affluent, there are pockets of local deprivation within our community. The location of the village also means that may parents, especially those that don’t drive, struggle to access amenities and opportunities for their children outside of limited village life. The village has a small shop/post office, and a play area, but is very limited in what it can offer the children. Smaller surrounding villages around Rattlesden that send pupils to our school have the same issue, but magnified.

Our current pupil premium plan provides bespoke and targeted support for our children. Each child is seen as an individual, and is discussed with the headteacher and all staff, to build specific support for that child, based on barriers faced, support given, and termly reviews. As in previous years, it has been written based on EEF guidance.

Our key principles are:

* Bespoke support for individual children.
* Good mental health and well-being is our first priority
* Children feel safe, happy and ready to learn
* Attainment is in-line or above national levels, and progress is maintained
* Extra-curricular opportunities are available and encouraged
* High expectations of behaviour and attendance
* Families are supported and equipped to support their child, via strong and close relationships
* Being a nurturing, approachable school with an ’open door’ policy to support pupils and families
* Continued support, when moving to another school, or transitioning to upper school.

## Challenges

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

Within the classroom disadvantaged children present themselves in a number of ways. On surface level they can be late to school, ill-equipped and unprepared for the activities of the day. Many are tired, or suffering from stress and/or anxiety, which makes it hard for them to concentrate. Their resilience is therefore low and they are unable to complete tasks or focus to listen at the start of the lesson.

Our Learning mentor assesses the children working alongside the class teacher. She then puts in place interventions to support the children. At the end of a series of set sessions, she feeds back to the class teacher, and decides whether to continue with the programme, change it if it hasn’t had impact, or reduce the sessions to ’drop-ins’ as needed. The good mental health of our pupils is our priority.

We provide equipment, including sports kit and uniform. We keep close and regular contact with our parents, which is tightly focussed on the needs of the individual, such as reading regularly, or reminding them in to bring glasses, or medication. We signpost our parents to external support over a vast range of needs.

All children are able to attend clubs freely. In response to our last parent survey, we have started a wider range of clubs, including more at lunchtime, so the children who use the bus can attend.

Within the curriculum, when planning a topic, we seek additional ‘wow’ experiences, such as hiring a planetarium, to create life-long memories and enrich the pupils learning. This is at no cost to our PP pupils.

Writing and reading have need for the most support, where we have identified gaps in learning. We closely analyse the termly test data (PIRA/PUMA/GAPS) and share this with staff.

Areas of focus: Spelling and reading comprehension.

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| Challenge No. | Detail of challenge |
| 1 | Low prior attainment in writing and reading – in some cases exacerbated through moving schools |
| 2 | Specific additional need, ADHD and autism included those being supported as SEN. |
| 3 | Weaknesses in learning behaviours e.g. lack of independence, resilience or confidence. Identified by class teacher and learning mentor during lesson observations, attendance of clubs, taking on responsibilities within the school that are offered (School Council for example). |
| 4 | Behaviour records (CPOMS), class observations, lesson drop-ins and support plans written by our learning mentor evidence social, emotional and behavioural problems affecting wellbeing and progress |
| 5 | Lateness and sporadic periods of low attendance. Pupils are offered Breakfast Club, so they can be dropped off earlier, ready to get into class in time and learn. The attendance of our PP children is in line with national, because we intervene quickly when it drops, and support the family. |

## 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 |
| 1 | Good progress from low prior attainment | * Learning walks, observations, staff discussion, book scrutinies, evidence progress. * Attainment scores are in line or above national average The quality of teaching enables children to make at least expected progress from their starting points. * The use of targeted interventions are used on identified children to enable them to make good progress. Assessments made at start and end of intervention |
| 2 | Additional needs are supported effectively | * Observations , learning walks, regular summative and formative assessments, pupil perception evidence that all pupils needs are being met * Children with ADHD and autism need the classroom and teaching adapted to support them. They are able to work either 1 to 1, or in small groups with the TA. Teachers and Tas will have received the appropriate training needed. They will be able to access the lesson and be engaged with the learning. |
| 3 | Improved learning behaviours | * Displays in POD, children using the language of growth mindset. pupil perception of impact. * Pupils are well behaved at all times and with all adults. Their engagement in the lesson will be seen, and low-level disruption lesson. This will be identified and recorded in lesson observations * The number of incidences of poor behaviour recorded on CPOMS are monitored and show reduction over time. * Pupil and parent perceptions/interviews state that children believe behaviour is good, and feel safe and happy consequently. |
| 4 | Good progress in Social, emotional and behavioural issues | * Records from nurture groups, pupil perception. Behaviour incident reports scrutinised and reported to GB. Incidences of negative behaviour remain low. * Maintain Silver membership to SSP and provide PP chn with supported provision. PP children attend a wider range of external sporting fixtures. * The number of PP children attending clubs is maintained compared to last year, and proportionate to non- PP * In this classroom this is seen as resilient children, who enjoy being part of the collective ‘team’ group. They feel included and valued. Self-esteem remains high and in turn they wish to do their best in their work. |
| 5 | Improved attendance | * Breakfast club and After School Club attendance should remain steady or improve. Lateness and absence does not impact learning. |

## 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: £**21,559** (Unqualified teacher)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group support for pupils that are ‘just below’ in Years 3,4 and 5 | Targeted support via linked structured small group intervention from previous teacher, who knows the pupils well. | 1, 2, 3 |
| Training of unqualified teacher that enables us to split R/1 class and teach the Year 1’s separately and all year 1’s separately in Phonics. 2 Year course assessed by SCITT. | Training and succession planning with existing staff within our school is an effective tool for ensuring high quality teaching. | 1, 2, 3 |
| Our teachers are experienced and graded as being either good, or better. They welcome ongoing CPD, are members of subject associations and embrace updated pedagogy and debate. They champion mental health and well-being throughout the school. | High staff retention  Low staff absence  CPD is effective and has impact (Jane Considine, Walkthrus)  Teachers are supported to keep improving, and therefore improve pupil outcomes. | 1, 2, 3 |

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

* Booster Group – Year 6 teacher 12 weeks x1 morning = **£882**
* Summer term intervention for ‘just below’ pupils to make them ready for the following year group - Teacher 12x afternoon small group support **£900**
* Learning mentor – Flexible ‘On-call’ support and designated pupil times. Quiet club. Staff development = **£4, 230**

**Total: 6,012**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Using test data, ‘Booster groups’ in year 6 SATs prep (Spring/summer 2022) and Teacher and TA support.  Tailored small group intervention TA (CF)  Pupil Premium mentor | 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:  <https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/>  Best practice according to EEF is 1 to 1 and small group tuition regularly. Education Endowment Foundation Catch Up Literacy intervention: Catch Up Literacy is a bookbased reading intervention which enables struggling readers to achieve more than double the progress of typically developing readers. (Learners (aged 6 - 14) who received Catch Up® Literacy support for an average of 7 months achieved an average Reading Age gain of about 19 months.)  A pupil premium mentor will identify and implement individual interventions to move children to make than expected progress. | 1, 2, |
| 1 to 1 (CF)/small group to support the needs of identified pupils with additional needs engaging with the curriculum. | Research evidence of effectiveness of quality 1 to 1 as a tool to move pupils learning forward  Bespoke support to meet the needs of identified learners with specific additional needs for learning and behaviour  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>  And in small groups:  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/> | 1. 2, 3, 4 |

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

* Breakfast club (based on 2 pupils attending every school day @ £3,00 a day): **£585**
* After school wrap around care until 5.30 (based on 1 pupil attending 3 days per week @ £7.50): **£877**
* Visits: £**500**
* Residential: £**500**
* Clubs subsidy: **£500**
* Curriculum and IT support: **£500**

Total: **£3462**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Nurture groups  Trips and extra-curricular clubs subsidised | Children have barriers to learning if their emotional wellbeing affects their behaviour and attitude to school. The nurture work in school helps children to feel secure and cared for.  Sporting opportunities for children that show aptitude and interest. Before and after school provision. Wrap around care.  Children learn better and are happier in school if their emotional needs are also addressed. This programme is an educational psychology led intervention for promoting the emotional wellbeing of children and young people. EEF ‘Improving Social and Emotional Learning in primary Schools’ cite extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Further positive impact links to positive classroom climate, improved relationships, and less disruptive behaviours. | 3, 4 |
| Improved attendance. | Breakfast club and after school provision have proven benefits to those who attend, modelling good behaviour, the chance to eat a healthy breakfast and improving punctuality.  Out of school hours provision is provided for PP children with no charge so parents receive wrap around care.  <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities> | 3, 4, 5 |
| Additional hours continue to train Learning Mentor | Many of our children have low self-esteem and belief in their own capabilities. Growth Mindset has shown itself to be a powerful tool in turning around negative fixed mindset.  Our Learning mentor will work with Lego and Sand therapy and work with small nurture groups/individual support. She will complete her Senior Mental Health Lead training in Summer 2023 which will support the work she delivers to pupils and adults. | 3, 4 |

Total budgeted cost: £31, 033

# 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 2021 to 2022 academic year.

Chart, bar chart

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## Pupil outcomes were considerably lower in reading and writing. We believe this is because although parents may hear their children read, comprehension including inference and deduction was not taught during absence and school closure. The quality and amount of reading material was also limited to online or school swaps during lockdown. With writing, parents do not have the level of skill or understanding to teach their children when home learning.

Absence rates were high due to pandemic. Incidences of disruption within the family increased. Poverty due to inability to work rose.

The number of pupils achieving GLD improved on previous years.

Data Here

Numbers of pupils entering from out of catchment have risen, including additional PP children.

Attendance was at national average, despite COVID

PP pupil behaviour was good and learning attitudes were good positive and resilient. Aided by the Learning mentor

The Learning Mentor continued to support vulnerable PP pupils during disruption of the pandemic. Communication and continuity provided was essential to their engagement with online learning, and supporting families.

Booster lessons for Year 6 SATs were effective. 100% of pupils reached expected standard in reading, writing and maths.

Quiet Club allowed pupils to talk and share their lunch with the Learning mentor in a small group.

## 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*

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| Programme | Provider |
| The Write Stuff | Jane Considine |
| Mathletics |  |
| White Rose |  |
| Test Base |  |
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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.* |