# Logo, company name Description automatically generatedPupil 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

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| Detail | Data |
| School name | Ratby Primary School |
| Number of pupils in school | 364 |
| Proportion (%) of pupil premium eligible pupils | 15% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | £82, 579 |
| Date this statement was published | 2020/2021Review and 2021/20212 Planned Expenditure |
| Date on which it will be reviewed | October 2021 |
| Statement authorised by | October 2021 |
| Pupil premium lead | Lisa Jones |
| Governor / Trustee lead | Mrs Catherine Stretton |

Funding overview

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| Detail | Amount |
| Pupil premium funding allocation this academic year | £81.010 |
| Recovery premium funding allocation this academic year | £ 8,410 |
| 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 | £ 89,420 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Ratby S Primary School we aim to use the Pupil Premium funding to ensure that our disadvantaged pupils leave our school with the same skills and knowledge as our non-disadvantaged pupils in order to prepare them for the next stage of their journey.  We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We will also consider the challenges faced by other groups of vulnerable pupils such as young carers and pupils with a social worker so the activities outlined in this statement are intended to support their needs, whether they are disadvantaged or not.  **Our ultimate objectives are to:**   * Remove the 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. * Ensure ALL pupils are able to read fluently and with good understanding to enable them to access all of the curriculum offered to them. * Develop confidence in the ability of our pupils to communicate effectively in a wide range of contexts. * Enable our pupils to look after their social and emotional wellbeing and to develop resilience. * Remove the barriers for our pupils that lead to poor attendance (below 90%)   **How we aim to achieve these objectives.**  We will consider three main approaches to our spending:   1. High-quality teaching. Ensuring an effective teacher is in front of every class has been 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. 2. Targeted academic support. There is strong evidence to show that activities where pupils work in smaller, more focussed groups (interventions) with an effective teacher or teaching assistant can have a positive impact on achievement as long as the intervention is linked to the classroom teaching and the curriculum. 3. Wider strategies. This is acknowledging that there are non-academic challenges to success in school such as wellbeing, attendance and behaviour which may also make it difficult for our disadvantaged pupils to achieve academically.   **The key principles of our strategy plan.**   1. We will ensure that we have a detailed understanding of the barriers our disadvantaged pupils face by undertaking a variety of robust assessments which may include looking at:  * Attainment and progress data * Attendance data * Information from adults in school and/or parents/carers on well-being, mental health and safeguarding * Diagnostic assessments which provide opportunities to reflect on our pupils’ thinking, strengths and areas for development   2. We will foster a whole school approach where all adults have high expectations for what all pupils can achieve; both disadvantaged and non-disadvantaged.  3. Developing resilience, having positive wellbeing and good attendance for our pupils will be valued and encouraged by all staff. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Pupils enter school in the Foundation Stage with underdeveloped language and in particular social communication skills. |
| 2 | Many pupils do not reading regularly at home for pleasure which has an impact on their application of phonological awareness, reading fluency and vocabulary development. |
| 3 | Some pupils need do not regularly complete homework (such as times-tables) and have gaps in their knowledge and understanding of key mathematical concepts. |
| 4 | Pupils demonstrate low resilience and perseverance in the face of challenge. |
| 5 | Attendance – The percentage of disadvantage pupils whose attendance is below 90% is greater than that of 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.

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| Intended outcome | Success criteria |
| Improve oral language skills and vocabulary among disadvantaged | 90 % of pupils will achieve ‘expected’ in the Communication and Language ELGs and in Building re |
| Y1 phonics outcomes for disadvantaged pupils will be inline with non-disadvantaged pupils. | 90% of pupils will pass the Year 1 phonics screening test. |
| The overall attainment of disadvantaged pupils in reading, will have improved from the baseline. | KS2 reading outcomes in 24/25 show that more than 80% of disadvantaged pupils met the expected standard. |
| The overall attainment of disadvantaged pupils in maths, will have improved from the baseline. | KS2 maths outcomes in 24/25 show that more than 80% of disadvantaged pupils met the expected standard. |
| The well-being, resilience and personal development for all pupils in school, particularly our disadvantaged pupils, will improve and be sustained. | Sustained high levels of wellbeing from 2024/25 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * a significant reduction in bullying   a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| Improve the attendance of all pupils described as persistently absent, particularly our disadvantaged pupils | Sustained high attendance from 2024/25 demonstrated by:   * the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 15%. * the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 8% lower than their peers. |

## 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

Budgeted cost: £40,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Purchase of standardised diagnostic assessments** :   * Pixl Platform * Phonics Tracker   Training for staff to ensure assessments are interpreted and administered correctly. | 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](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/)  <https://www.pixl.org.uk>  <https://www.phonicstracker.com> | 2 |
| **Enhancement of our maths teaching and curriculum planning i**n line with DfE and EEF guidance through:  External White Rose Consultants delivering CPD for support staff and teachers  Release time for Maths Subject Leads to monitor and evaluate Maths across school  Release time for Maths Subject Leads to attend LA and Trust Subject Lead Network meetings  Teacher Research Groups with a Maths Focus | 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)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf)  White Rose Maths CPD -  <https://whiterosemaths.com/professional-development/whole-school-training/primary-courses/>  Pixl Therapy Sessions | 3 |
| **Provide high quality CPD for teachers and subject leaders in line with EEF Guidance through:**  Attendance at LA and Trust run subject leader network meetings and professional development opportunities  External Consultants delivering CPD for teachers and support staff  Access to online CPD through the National College membership | Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.  Using the EEF Recommendations:   1. Focus on the mechanisms. 2. Ensure it builds on knowledge, motivates staff develops teaching techniques, and embeds practice 3. Implement professional development programmes with care, taking into consideration the context and needs of the school.   [EEF I Effective Professional Development I Guidance Reports](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development) | 2,3 |
| **Staff participation in Teacher Research Groups** and ongoing mentoring / coaching activities linked to our School Development Priorities & Rosenshines Principles of Instruction | Quality Teaching and professional development through ‘defining a problem you want to solve and identifying appropriate practices’.  [EEF I Putting Evidence to Work](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) | 2,3 |
| **Provide high quality CPD for teachers and support staff** in KS2 in Phonics to support pupils who do not pass their phonics screening at end of KS1, link to current scheme of work in KS1 and EYFS (StoryTime Phonics) | Phonics is an approach to teaching some aspects of literacy, by developing pupils’ knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or ​‘blending’ the sound-spelling patterns.  [Phonics I Toolkit Strand I Education Endowment Federation I EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 2 |

**Targeted academic support**

Budgeted cost: £ 15,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Social Communication Groups in EYFS** to provide small group social communication language groups for pupils in EYFS to support their progress across all areas of the EYFS curriculum | https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches  [Communication and Language Approaches I Education Endowment Federation I EEF](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches) | 1 |
| **National Tutoring Pro-gramme** to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 2,3 |
| **Additional reading comprehension sessions** targeted at disadvantaged pupils who require further support with their VIPERS skills. | Reading comprehension strategies focus on the learners’ understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves  [Reading Comprehension Strategies I Toolkit Strand I Education Endowment Federation I EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies) | 2 |
| **Additional phonics sessions** targeted at disadvantaged pupils who require further phonics support, using analysis from Phonics Tracker. | 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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| **Purchase materials to support home learning** to help to develop children retention of knowledge and close the gaps for pupils, especially our disadvantaged pupils in Reading, Writing and GPS from Y1 to Y6. | Homework has a positive impact on learning.  Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.  [Homework I Toolkit Strand I Education Endowment Foundation I EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework) | 2,3 |

Wider strategies

Budgeted cost: £35,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 5 |
| Purchase and implementation of Commando Joes RESPECT programme | Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.  [Mentoring I Toolkit Strand I Education Endowment Federation I EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring)  Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.  <https://commandojoes.co.uk/impact-research/> | 4 |
| Facilitate 1:1 Counselling for those pupils identified with high needs social, emotional and well-being support. | SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.  [Social & Emotional Learning I Toolkit Strand I Education Endowment Federation I EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 4 |
| Provide ongoing pastoral support to pupils identified by staff and parents as needing additional social, emotional and mental well-being delivered by Pastoral Leader | SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.  [Social & Emotional Learning I Toolkit Strand I Education Endowment Federation I EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 4 |
| Provide opportunities for pupils to access high quality extra-curricular opportunties to support well-being | Pupils to be offered a wide range of after-school sporting clubs, music tuition and opportunities to attend outdoor and adventurous residentials. | 4 |

Total budgeted cost: £ 90,000

# 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.

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| Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum at KS2. However, at KS1 pupils did actually perform equally or better than the previous year.  Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by ensuring all pupils in receipt of PP received a laptop to support remote learning and our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and White Rose.  Although overall attendance in 2020/21 was 0.5% lower than in the preceding years at 96.4%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 4% higher than their peers and persistent absence 17% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.  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. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. |

## 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 |
| Storytime Phonics | TTS |

# Further information (optional)

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| Additional activity  Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:   * embedding more effective practice around feedback. [EEF evidence](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. * utilising a [DfE grant to train a senior mental health lead](https://www.gov.uk/guidance/senior-mental-health-lead-training). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. (Roar - Response to Mental Health in Primary Schools – Jan 22 to April 22) * offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate (Commando Joes, Metcalfe Sports, Counselling, Outdoor and Adventurous Residentials, Enterprise Challenge )   Planning, implementation, and evaluation  In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We have a Trust Led premium review booked for February to get an external perspective.  We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.  We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.  We used the [EEF’s implementation guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) to help us develop our strategy, particularly the ‘explore’ phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.  We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. |