



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 (2024-2025) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ratby Primary School
Number of pupils in school	367
Proportion (%) of pupil premium eligible pupils	89
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	2024-2025
Date on which it will be reviewed	September 2025
Statement authorised by	Anne Perry
Pupil premium lead	Clare Astill
Governor / Trustee lead	Jasmine Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,778
Recovery premium funding allocation this academic year	£0
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	£140,778

Statement of intent

At Ratby 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.

Challenge number	Detail of challenge			
1	Pupils enter school in the Foundation Stage with underdeveloped language and in particular social communication skills as well as poor concentration and listening skills.			
2	<p>Attendance – The percentage of disadvantage pupils whose attendance is below 90% is greater than that of non-disadvantaged pupils.</p> <p>Our attendance data indicates that attendance among disadvantaged pupils has been between 3% lower than for non-disadvantaged pupils.</p> <p>Attendance Data for 2024 – 2025 (as of September 2024):</p> <table><tr><td>All Pupils: 97.3%</td><td>Pupil Premium: 93.9%</td><td>Not Pupil Premium: 96.33%</td></tr></table>	All Pupils: 97.3%	Pupil Premium: 93.9%	Not Pupil Premium: 96.33%
All Pupils: 97.3%	Pupil Premium: 93.9%	Not Pupil Premium: 96.33%		
3	<p>KS2 Reading Attainment – 2023-2024 KS2 data shows that 82% (9/11 of Pupil Premium pupils) achieved the Age Related Standard. This is in line with ARE – age related pupils. The two pupils who did not achieve this had poor attendance and health issues.</p> <p>KS2 Writing Attainment – 2023-2024 KS2 moderated data shows that 73% (8/11 of Pupil Premium Pupils) achieved the Age Related Standard. This is in line with ARE – age related pupils.</p> <p>KS2 Maths Attainment – 2023-2024 KS2 data shows that 55% (6/11 of Pupil Premium Pupils) achieved the Age Related Standard. This is below ARE – age related pupils. The 5 pupils who did not achieve this had either SEND needs, poor attendance or safeguarding issues.</p>			
4	Parental support and engagement for pupils with a disadvantaged background is very low. Disadvantaged pupils in our school often lack parental support with homework, reading, behaviour and meeting their basic needs.			
5	KS1 Writing Attainment – 2023-2024 KS1 Data shows a decline in the number of Pupils Premium Pupils achieving ARE – age related expectations. This is due to a lack of transcription skills, poor handwriting and creativity.			
6	<p>Our assessments, observations and professional discussions indicate that a number of PP pupils are on the SEND register. In some cases, their emotional and behavioural needs can also affect their attainment and progress.</p> <p>Teacher referrals for social and emotional support have markedly increased since the pandemic. This includes disadvantaged pupils who currently require additional support with social and emotional needs.</p>			

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
Improve oral language skills and vocabulary among disadvantaged - EYFS Target	At least 90 % of pupils will achieve 'expected' in the Communication and Language ELGs and in Building Relationships
Y1 phonics outcomes for disadvantaged pupils will be in line with non-disadvantaged pupils.	85% of pupils are predicted to pass the Year 1 phonics screening test. Mock check will be in March 2025 and that will give a more accurate picture.
The overall attainment of disadvantaged pupils in Reading and Maths, will have improved from the baseline.	KS2 Reading and Maths outcomes in 24/25 will show that more than 75% of disadvantaged pupils are predicted to meet the expected standard.

The overall attainment of disadvantaged pupils in writing, will have improved from the baseline.	KS1 and KS2 writing outcomes in 24/25 will show that more than 75% of disadvantaged pupils are predicted to meet the expected standard.
The emotional well-being, resilience and personal development for all pupils in school, particularly our disadvantaged pupils, will improve and be sustained.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> Qualitative data from student voice, student and parent surveys and teacher observations and attendance figures A significant improvement in the emotional literacy of pupils; including emotional awareness, emotional regulation, self-esteem and resilience, social and friendship skills. 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.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> 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 PP pupils who are persistently absent is 21/367 which is 6%

High Quality Teaching: Budgeted cost: £46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <p>Purchase of standardised diagnostic assessments:</p> <ul style="list-style-type: none"> Pixl Platform FFT Aspire Twinkl Phonics White Rose Maths <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>https://www.pixl.org.uk</p> <p>https://www.twinkl.co.uk/resources/twinkl-phonics</p>	3,4,5
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p> <p>Enhancement of our teaching of reading and curriculum planning in line with DfE and EEF guidance through:</p> <p>Release time for English Subject Leads to monitor and evaluate Reading across school</p>	<p>The DfE Reading Framework (2023) provides guidance from an evidence-informed position on the best way to teach reading:</p> <p>The DfE Reading Framework</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>EEF - Reading Comprehension Strategies</p> <p>Pixl Therapy Sessions</p>	3

<p>Release time for English Subject Leads to attend LA and Trust Subject Lead Network meetings</p> <p>Release time for English Subject Leads to carry out Deep Dives across school</p>		
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p> <p>Provide high quality CPD for teachers and subject leaders in line with EEF Guidance through:</p> <p>Attendance at LA and Trust run subject leader network meetings and professional development opportunities</p> <p>External Consultants delivering CPD for teachers and support staff</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Using the EEF Recommendations:</p> <ol style="list-style-type: none"> 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. <p>EEF Effective Professional Development Guidance Reports</p>	3,5
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p> <p>Staff participation in 'Sharing of Good Practice' meetings and ongoing mentoring / coaching activities linked to our School Development Priorities & Rosenshines Principles of Instruction</p> <p>Subject Leader release time to carry out a deep dive within each subject, with a focus on quality first teaching and provision for PP, SEND and the bottom 20%</p>	<p>Quality Teaching and professional development through 'defining a problem you want to solve and identifying appropriate practices'.</p> <p>EEF Putting Evidence to Work</p>	3,4,5
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p> <p>Provide high quality CPD for teachers and support staff in</p>	<p>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</p>	3,5

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 (Twinkl Phonics)	by sounding them out and combining or 'blending' the sound-spelling patterns. Phonics I Toolkit Strand I Education Endowment Federation I EEF https://www.twinkl.co.uk/resources/twinkl-phonics	
The ELSA Model Training and support for 2 ELSAs. These are Learning Support Assistants (LSAs) who receive six days of additional training from educational psychologists on aspects of emotional literacy including emotional awareness, emotional regulation, self-esteem and resilience, social and friendship skills, loss, bereavement and family break-up. ELSAs also receive supervision from educational psychologists once every half term in a local group.	ELSAs are Emotional Literacy Support Assistants. They are teaching assistants who have received specific additional training from educational psychologists from whom they receive on going supervision following training. Their role is to support children and young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them. The ELSA Network	6

Targeted Academic Support: Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Activity and resources to meet the specific needs of disadvantaged pupils with SEND / Interventions to support language development, English and Maths 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	1
Interventions to support language development, English and Maths 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	3,5
Interventions to support language development, English and Maths Additional phonics sessions targeted at disadvantaged pupils who require further phonics support, using analysis from Twinkl Phonics.	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	3,4,5

<p>Interventions to support language development, English and Maths Delivering high quality small group intervention based on diagnostic and forensic evidence – PiXL, Twinkl Phonics assessments, SATs Papers</p>	<p>Evidence from the EEF indicates that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact than general classroom duties.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	3,4,5
<p>Interventions to support language development, English and Maths Delivering high quality interventions to support transcription skills (Hand-writing and Spelling)</p>	<p>Evidence from the EEF indicates that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact than general classroom duties.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	5
<p>Interventions to support language development, English and Maths Delivering high quality interventions to support Maths in Key Stage 1 White Rose Fluency Bee</p>	<p>Evidence from the EEF indicates that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact than general classroom duties.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	5
<p>Interventions to support aspects of emotional literacy including emotional awareness, emotional regulation, self-esteem and resilience, social and friendship skills</p> <p>Trained ELSAs who deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs. This will be delivered on an individual basis, or as part of small group work where appropriate, especially in the areas of social and friendship skills.</p>	<p>The Emotional Literacy Support Assistant (ELSA) programme is a targeted, evidence-informed intervention designed to enable within-school preventative early intervention to support the social, emotional and well-being needs of children and young people.</p> <p>The ELSA programme is recognised as an evidence-informed intervention programme that teaches ELSAs to design bespoke intervention plans tailored to the specific needs of each pupil or group of pupils, and enables schools to intervene early when social, emotional or well-being needs are identified. The setting of targets and progress evaluation allows schools to evidence the impact and response to intervention.</p> <p>https://www.elsanetwork.org/elsa-network/evaluation-reports/</p>	6

Wider strategies: Budgeted cost: £49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker (£12,200)	Evidence that PP pupils are more likely to have poor attendance throughout the year.	3,5

<p>To support families with pupil premium attendance and welfare concerns.</p> <p>Advert out Autumn term 2024 for a 3-day Family Support Worker</p> <p>To bridge the gap between attendance for PP pupils and Non-PP pupils, which is currently a difference of 3%.</p> <p>To offer pastoral support to pupil premium families and ensure that they are getting the support they need, for example, household finance, 'coats for kids', food banks etc.</p>		
<p>Wider Strategies to support Pupil Premium pupils</p>	<p>Support with the purchase of school uniforms</p> <p>Support with residential costs</p> <p>Support with trips and school activities costs</p> <p>Support with after school clubs and events</p> <p>Free school milk</p> <p>Support with swimming costs (in Y6)</p> <p>Support with the purchasing of miscellaneous items for families in need, such as mattresses, bedding,</p>	<p>3,5</p>
<p>Supporting Attendance</p> <p>Embedding principles of good practice set out in the DfE's Working together to improve school attendance (publishing.service.gov.uk) advice.</p> <p>This will involve continued training and release time for staff to develop and implement ongoing procedures</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>2</p>
<p>Overcoming barriers to student attainment – student equipment and books to support home learning</p> <p>Purchase materials to support home learning to help to develop children's retention of knowledge and close the gaps for pupils, especially our disadvantaged pupils in Reading, Writing and GPS from Y1 to Y6.</p>	<p>Homework has a positive impact on learning.</p> <p>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.</p> <p>Homework I Toolkit Strand I Education Endowment Foundation I EEF</p>	<p>3,4,5</p>

Total Budgeted Cost: £ 140,000

Part B: Review of outcomes in the previous academic year 2023-2024

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Year 1 Phonics Screening

86% of pupils passed the phonics screening. Across the cohort, 8 did not pass. Year 1 had 14 PP pupils, 8 of these did pass and 6 did not.

KS1 Outcomes

In Y2 there were 14 pupils who were in receipt of Pupil Premium.

Our end of Key Stage 1 data indicated that there was a gap between the outcomes of those pupils in receipt of PP and those who were not in Reading, Writing and Maths.

This is due to a lack of transcription skills, poor handwriting and creativity.

KS2 Outcomes

There were 11 pupils in receipt of Pupil Premium in Y6. Across all subjects the outcomes of pupils in receipt of pupil premium was lower than their peers with the gap widest in Maths at 55% and closest in Reading at 82%. All pupils in receipt of Pupil Premium were given the opportunity to attend small tutor sessions for Reading and Maths as well as additional booster sessions. However, some pupils did not attend and some parents did not support this opportunity provided by school.

Attendance

Attendance of PP – 93.4% and Non-PP – 96.3%

Persistent Absentee PP – 19.7% and Non PP – 4.2%

Attendance of those in receipt of Pupil Premium continues to be a focus with the aim of reducing the percentage of persistent absenteeism.

Next year we will consider how best to deliver tutoring to maximise participation.

Wider Outcomes

Our pupil premium strategy was supplemented by additional activity that is not being funded by pupil premium or recovery premium. This included:

- Embedding more effective practice across the school.
- Ensuring that 'adaptive' teaching is taking place in all classes across the school and in all subjects across the curriculum.
- Providing protected time and space for ELSA trained LSAs to deliver The Emotional Literacy Support Assistant (ELSA) programme.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities focused on developing character life skills such as confidence, resilience, and socialising. Disadvantaged

pupils were encouraged and supported to participate (Metcalf Sports, Outdoor and Adventurous Residential and a range of extra-curricular clubs.)

- Training the EYFS Lead to use the deep dive methodology to evaluate the quality of education in the EYFS. This will consider behaviour, routines and pupils' personal development as well as the quality of the curriculum.

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 used findings from this report to inform our new strategy for 2024-2025 and will have the focus on supporting families with a Family Support Worker from the Spring term 2025.

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.