

# Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium 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: <b>Rumboldswyke Church of England Primary School</b>	
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Lisa Harris, Head of School
Pupil premium lead	Lisa Harris
Governor / Trustee lead	Margaret Lumley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,461
Recovery premium funding allocation this academic year	£3,770
National Tutoring Programme Funding	£1215
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£43,446</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Securing positive relationships, high-quality teaching and high expectations are 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. A greater emphasis is placed on reading, in particular early reading and understanding of vocabulary, for our socially disadvantaged children.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. All our staff and governors accept responsibility for 'socially disadvantaged' pupils and are fully committed to meeting their social, emotional and academic needs within the school environment.

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Every half term, we review progress and analyse the pupils' needs. We offer targeted short interventions through class based support.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- that all disadvantaged pupils in school are given access to wider opportunities so they can embrace life in all its fullness.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to our KS2 children and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Lack of parental engagement with reading at home.
4	Not all disadvantaged children are attaining age related expectations in line with their peers in RWM.
5	Social and emotional needs are affecting emotional resilience and behaviours for learning.
6	Family finances and access to wider opportunities and experiences which develop the whole child.
7	Attendance data indicates that attendance/ punctuality among disadvantaged pupils is around 3% lower than for 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.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments, writing moderation and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in

	lessons, book scrutiny and ongoing formative assessment.
Improved parental engagement with reading. Parents will listen to children read more at home	Engagement with home learning will result in increased fluency in reading and number.
<b>Intended outcome</b>	<b>Success criteria</b>
Improved reading, writing and maths attainment among disadvantaged pupils. This will be measured through keyword, phonics and standardised tests	Pupil Progress meeting reports will articulate the progress made and next steps Outcomes across the school (in standardised tests) will show that disadvantaged children are making progress in line with their non-disadvantaged peers.
Continue to support engagement and provide access to enrichment experiences for learning they would not usually experience including local trips, learning musical instruments and extracurricular clubs.	All Pupil Premium children will take part in extracurricular clubs or opportunities and experiences to represent the school.
Improve number sense and fluency	Pupils eligible for PP rapidly develop improved number and calculation skills, measured through internal data analysis against prior attainment, including interventions and NFER tests.
Attendance of disadvantaged pupils has improved and the number of persistent absentees has reduced.	There will be a reduction in the number of persistent absentees. 64% (14/22) of persistent absentees were disadvantaged pupils in the year 2021-2022, 53% 9/17 of persistent absentees were disadvantaged pupils in the year 2022-2023. Attendance of disadvantaged pupils is above 95%. In the year 2021-2022 it was 88.4% In the year 2022-2023 it was 89.4%
The social and emotional needs of disadvantaged children will be supported to enable them to make	Children's well-being needs are met and ELSA / Play Therapy evidences pupils making good progress in

positive behaviour for learning choices and be happy in school.

Secure, positive relationships between staff, children and parents lead to improved opportunities and outcomes.

managing emotions, self-regulation and attitudes to learning.

Improved engagement in lessons based on teacher observations.

Children will use strategies taught to ensure they are accessing the curriculum.

All children make good progress from their relative starting points.

## 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: £17,946 NFER tests, Phonics CPD, staff training inset days, maths cpd and supply cover cpd, books for guided reading

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD on Metacognition and working memory	See EEF research guidance report 7+ months. Metacognition approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning	1, 4, 5
To analyse summative assessment data and identify the pupils who require catch up.  Purchase of standardised diagnostic assessments.	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="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	4
Staff CPD on Mastering Number through the NCETM  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD through the NCETM.	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>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	4

<p>To embed the delivery of high quality phonics teaching across the school</p> <p>To promote automaticity and reduce cognitive load when learning to read.</p> <p>Phonics RWInc training for all staff, training through the online RWInc portal.</p> <p>Wave 5 English Hub school</p> <p>We will find release time for the phonics lead to engage in English Hub training, take part in lesson studies and coaching</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p> <p><a href="#">Phonics evidence EEF</a></p> <p>High quality phonics training for all classroom staff (October 2022) to ensure phonics is systematically taught across the school.</p> <p>The Reading Framework (2021)</p>	<p>2, 4</p>
<p>To deliver high quality teaching of reading comprehension that immerses children in high quality texts</p> <p>Purchase high quality texts</p>	<p>Reading Comprehension strategies are high impact on average (+6months). Alongside phonics it is a crucial component of early reading.</p> <p><a href="#">Reading Comprehension strategies EEF</a></p> <p>The Reading Framework (2021)</p>	<p>1, 2, 3, 4,</p>
<p>Subject leaders to identify where exposure to wider experiences can be planned to raise knowledge and cultural capital that disadvantaged pupils need to access in order to succeed with upcoming learning.</p>	<p>Children are able to articulate their knowledge and understanding based on what they've seen, where they've been and the opportunities they have had. Unless our pupils are able to have those experiences and call on those terms of references about different places, they are more of a disadvantage because they are unable to talk or write about it.</p>	
<p>Dtd meetings half termly</p> <p>We will fund teacher release time to ensure interventions are</p>	<p>Small group tuition is most likely to be effective if it is targeted at pupil's specific needs. Diagnostic assessments can be used to assess the best support.</p>	<p>1, 2, 3, 4, 5</p>



targeted at those most in need.	<a href="#">Targeted support EEF</a>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective deployment of staff - School led tutoring programme additional support and small group sessions (up to 6 children) identified through DtD meetings as benefitting from Additional phonics, tricky words and reading sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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</a></p>	2, 3, 4
		2,3,4
		4
<p>Meet the teacher meetings Parental workshops Frequent checking in with parents Use of Seesaw to communicate.</p>	<p>EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes general approaches which encourage parents to support their children with, for example reading or homework</p>	2,3,4

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide subsidies and financial support to enable disadvantaged children to access all school trips, enrichment opportunities and learning experiences.	An enriching and stimulating curriculum along with offering extra-curricular activities, impacts positively on enjoyment and engagement with learning and therefore attendance, progress, attainment and behaviour.	5, 6, 7
Play therapist to support children with social, emotional difficulties.	Evidence from EEF Toolkit suggests that meta-cognition and self-regulation have consistently high levels of impact, with pupils on average making an average of 8 months' additional progress Children will demonstrate increasing resilience and settle quickly to school and lessons so disruptions are a rarity. A holistic approach to supporting all the needs of children helps the children be ready to learn and make progress.	5, 7
Close monitoring of attendance of disadvantaged children and absence is followed up quickly. Specialist support for children and families with additional needs e.g. Early Help, School Nurse, Fair Access etc.	Working with external agencies to support disadvantaged children and families improves the attendance and wellbeing of these children and therefore their attainment and progress.	7
Pastoral support from learning mentors (ELSA) for vulnerable children and families key support needed to ensure attendance is maintained and pupils are ready to learn	Targeted interventions and universal approaches have positive effects (+4 months). Schools should consider providing tailored support where required.	5

<p>Contingency fund for acute issues. E.g. uniform / resources needed for school. Access to breakfast club to support attendance and punctuality issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>7</p>
<p>Ensure the sustainability of Forest Schools approach by adopting an outdoor learning model and CPD for staff.</p>	<p>Key findings of Forest Research: <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</a></p> <p>The evaluation suggests Forest Schools make a difference in the following ways: Confidence: children had the freedom, time and space to learn and demonstrate independence Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play Communication: language development was prompted by the children's sensory experiences Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment.</p>	<p>1, 5, 7</p>

**Total budgeted cost: £43,446**

# 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 2022 to 2023 academic year.

### Half termly Pupil Progress meetings and timely interventions led by Classteachers Academic Mentor, Teaching Assistants.

#### HEADLINES

- Over time, disadvantaged children make good progress at this school. Evidence shows the gap decreases between our disadvantaged and non-disadvantaged children..
- Analyses of standardised tests in KS2, demonstrate that the overwhelming majority of children made better than expected progress.

In Eyfs, the percentage of children attaining GLD has improved from last year. There is a high percentage of disadvantaged children in this cohort (37%). Intense targeted reading intervention ensured that 5/7 PP children met or exceeded the expected standard for reading.

#### Word Reading - EYFSP

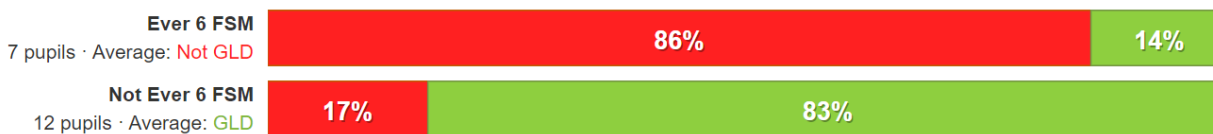
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However, analysis of data shows there is a huge disparity between our disadvantaged and non-disadvantaged children at the end of the Early Years Foundation stage, particularly in comprehension, writing and maths.

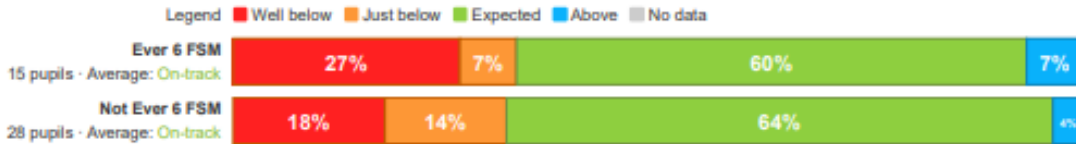
#### EYFS GLD - EYFSP

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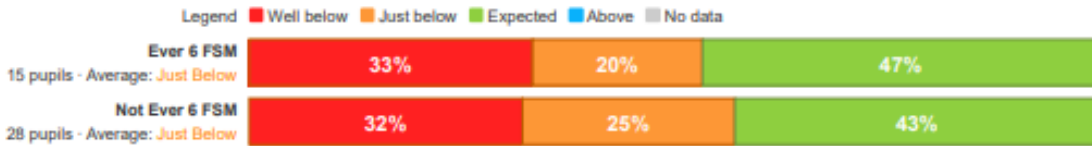


Over time, data analysis demonstrates that outcomes in other year groups are positively affected by the targeted intervention in place. This is particularly true for Years 1, 2, 3, where our disadvantaged children are performing better than their non-disadvantaged peers in some areas. The bars below show the assessment data for our pupils in Y1-3.

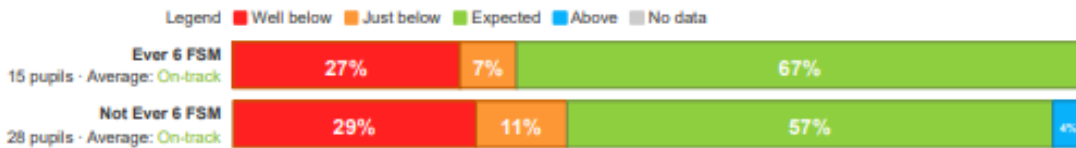
### Reading



### Writing

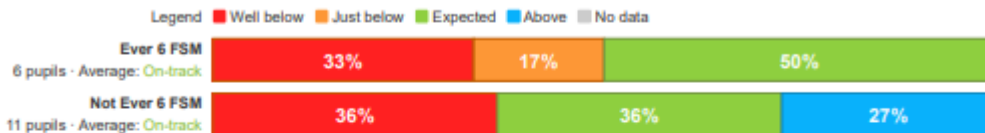


### Maths

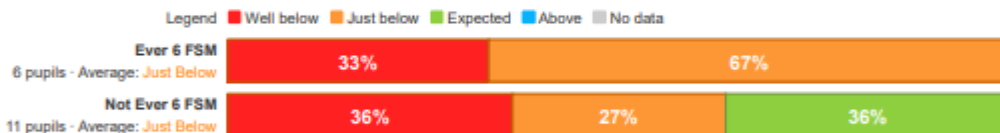


Our Year 4 cohort are the group of pupils who have been the most affected by the disruption caused by the Covid pandemic and the consultation regarding school closure. Outcomes for this cohort in Summer 2022 were 17% of disadvantaged pupils were on track in reading and 55% of non-disadvantaged pupils were on track in reading. Over the academic year, intense targeted support has improved reading outcomes for both disadvantaged and non-disadvantaged pupils in this cohort. 50% of disadvantaged children are now on track in reading and 63% of non-disadvantaged pupils are on track in reading.

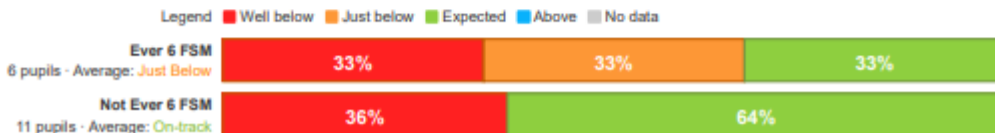
### Reading



### Writing



### Maths



**To deliver high quality phonics teaching across the school.**

**To promote automaticity and reduce cognitive load when learning to read.**

All staff trained in our Phonics scheme RWInc and Phonics is now consistently taught across the school. Targeted intervention on spot;ight children has been particularly successful is improving outcomes.

Year 1 phonics scores have improved from Summer 2022. Staff CPD, consistency of approach, targeted support by Teaching assistants, teachers and daily interventions with our academic mentor have improved outcomes and confidence across the school.

### Reading - Phonics Score

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



### To deliver high quality teaching of reading comprehension that immerses children in high quality texts

Introduction of Whole Class guided Reading using quality texts and 3x weekly Book Club has

### To audit, review and refine our maths teaching and curriculum planning in line with DfE and EEF guidance.

Staff and pupil confidence in Mathematics has improved over the academic year. The reviewed and refined curriculum supports and scaffolds next steps through the mastery approach, promoting confidence and attitudes towards Mathematics. This has not had a significant impact on data across the school, although progress of PP children is stronger than non PP pupils.

### FSM progress - Whole School

Whole School Y1-4	Reading			Writing			Maths		
	PP	Non	All	PP	Non	All	PP	Non	All
Expected	63%	66%	65%	33%	41%	38%	57%	62%	58%
GDS	5%	10%	8%	0%	0%	0%	0%	3%	2%

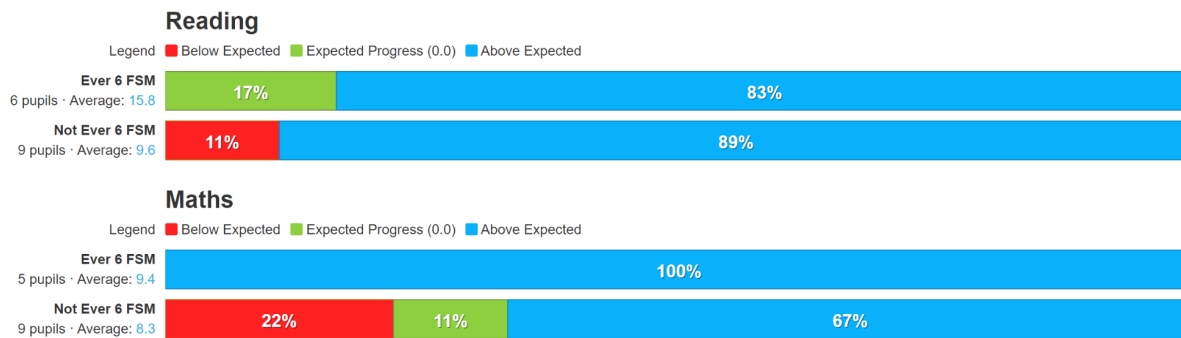

### Purchase of standardised diagnostic assessments to target gaps and monitor progress.

Teachers are able to use the Question level analysis to ensure they can provide targeted teaching to promote good progress.

Children increasing by +8 points over the year is seen as very good progress.

Analysis of the NFER Reading tests shows that on average, Disadvantaged children’s standardised scores increased by 15.8, Non-disadvantaged by 9.6.

Analysis of the NFER Maths tests shows that on average, Disadvantaged children’s standardised scores increased by 9.4, Non-disadvantaged by 8.3.



**Employ a Play Therapist to support children with social, emotional difficulties.**

We continue to see a rise in the emotional needs of children in school. The impact was particularly acute for disadvantaged pupils. Our play Therapist currently works 1 day a week supporting disadvantaged pupils.

**To employ a Teaching Assistant to support children with SEMH needs in class and in a nurture room**

The development of the nurture room and ELSA role has had a positive impact on pupils self regulation strategies, attitudes to and behaviours for learning. This has provided a safe place for pupils to talk and receive support.