

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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

Detail	Data
School name	Rise Park Primary & Nursery School
Number of pupils in school	445
Proportion (%) of pupil premium eligible pupils	31
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Natasha Kelly
Pupil premium lead	Lisa Griffiths
Governor / Trustee lead	Jeanette Kirby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175709
Recovery premium funding allocation this academic year	£17980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7094
Total budget for this academic year	£200,783

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
---	--

Part A: Pupil premium strategy plan

Statement of intent

When creating our PP Strategy we recognise the importance of considering the context of the school and the subsequent challenges made. We will use research conducted by the EEF and recognised literature (such as 'Addressing Educational Disadvantage by Marc Rowland) to support decisions made around the usefulness and implementation of different strategies.

Common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, attendance and punctuation issues and limited parental engagement. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all'.

As recognised by the EEF we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Promoting an ethos of attainment for all – rather than stereotyping
- An individualised approach to address barriers – rather than access to generic support and focusing on students nearing end of KS2
- High quality teaching – rather than bolt-on strategies
- Focusing on outcomes for individuals – rather than on just providing strategies
- Decisions based on data and respond to evidence – frequently
- Clear, responsive leadership – setting high aspirations and responsibility for raising attainment to all staff.

Whilst our strategy adopts the recommended EEF tiered approach we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the schools' and students' priorities change. We also ensure that in order to make the biggest difference we focus on a small number of strategies.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing and Maths across the school. Disadvantaged pupils generally enter school below age related expectations. Internal assessments indicate that attainment amongst disadvantaged pupils is becoming significantly below that of non-disadvantaged pupils compared to the pre-pandemic data.
2	Consistently high quality first teaching in all classrooms to ensure all disadvantaged pupils are challenged to succeed.
3	Our assessments (including a NFER assessment), observations and discussions with families show an increased number of pupils with complex needs, including speech and language, social communication, motor skills, social emotional and mental health.
4	The attendance of our pupil premium children as a group is lower than that of the whole school and was 2% lower than non-disadvantaged pupils last years. There has been a decrease in disadvantaged pupils' attendance when compared to data before the pandemic began. This is impacting their progress.
5	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children appear to have a limited knowledge of the world and vocabulary acquisition is limited. There was a lack of enrichment opportunities during school closure and these challenges particularly affect disadvantaged pupils, including their attainment.
6	Discussions show parental engagement across school is limited, particularly for disadvantaged pupils which is impacting upon progress and attainment, particularly in reading.

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
------------------	------------------

<p>1- PP students' progress in all year groups improves and therefore attainment gap reduces.</p>	<p>Progress data (internal and external) shows narrowing of the gap and improved progress measures.</p> <p>End of key stage data in 2023/2024 shows that attainment gap in reading, writing and maths is no more than 10%, similar to pre-pandemic data.</p>
<p>2- Quality first teaching takes place in all classrooms, considering principles of effective classroom practice.</p>	<p>QA process identifies that all pupil experience lessons that enable at least good progress to be made.</p>
<p>3- PP students' progress in S&L in EYFS improves. PP students' emotional literacy improves.</p>	<p>EYFS progress data shows narrowing of S&L gap and improved progress measures with the attainment gap no more than 10% between disadvantaged and non-disadvantaged pupils (yearly data).</p> <p>NFER questionnaires demonstrate measured impact on specific areas of emotional literacy through targeted nurture provision leading to sustained levels of wellbeing from 2024/2025.</p>
<p>4- Attendance gap of PP students and non-PP students to reduce. PP attendance to be in-line with national attendance.</p>	<p>Sustained high attendance from 2024/2025 demonstrated by:</p> <p>The overall absence rate for pupils being no more than x%, and the attendance gap between disadvantaged and non-disadvantaged peers being reduced by 2%.</p> <p>The percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than x% lower than their peers.</p>
<p>5- PP students to be taught a rich and varied curriculum enhanced by trips, visitors and experiences within school to broaden knowledge. PP students to participate in a wide range of enrichment activities offered.</p>	<p>Each year, long term and medium-term planning demonstrate rich and varied experiences that all students experience.</p> <p>Tracking of extra-curricular sessions used to priorities and direct PP students to engage in at least one additional session every year. PP students will have socio-economic barriers removed to support the development of skills essential for curriculum on offer as impacted in progress data (yearly).</p>
<p>6- Increased engagement and participation from PP families to improve either academic and/or social and emotional outcomes for pp students.</p>	<p>Parents indicate there are strong links between home and school and support is received for a wide range of needs. This will be shown through parental questionnaires and discussions conducted yearly.</p> <p>Personalised support by lead TA leads to improved outcomes for key PP students through targeted support and/or external providers as indicated through yearly data outcomes.</p>

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: £ 127,963

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staff deployed to specific year groups to improve attainment:</p> <p><i>UPS teacher appointed to work within Year 6 cohort to allow Year 6 cohort to be taught as two smaller classes and a small group.</i></p> <p>£55,977</p> <p><i>Including on costs.</i></p> <p><i>Two Level 3 Teaching Assistants to work in Year 1 in the mornings and Year 2 all day to support with the delivery of Phonics, English and Maths.</i></p> <p><i>TA to work in y4 supporting standards and SEND provision across school</i></p> <p>£48,526</p>	<p>EEF(+3 months)</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 cohort and have identified that 2 smaller classes under 25 children and a small group of targeted pupil premium children would allow teachers to increase the amount of attention each child will receive.</p>	<p>1,2</p>
<ul style="list-style-type: none"> • Quality first teaching for all pupils. • TA CPD is ongoing for Maths and English by leads • Maths and English are high priority on school development plan and CPD plan. 	<ul style="list-style-type: none"> • EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. • Sutton Trust – quality first teaching has direct impact on student outcomes. <p>Training and supporting highly qualified teachers deliver targeted support.</p> <p>Pupil premium guidance Education Endowment Fund EEF</p> <p>What makes great teaching Sutton Trust</p>	<p>1,2,5</p>

<p>Reading, Writing and Maths Leads to mentor and coach others where data is lower to improve outcomes for all, including pupil premium pupils £9,285</p> <p>Coaching and mentoring offered to all adults teaching Phonics through Phonics Lead £6,017</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>EEF Toolkit – Metacognition and self-regulation. +7 months impact Oral feedback. +7 months impact Reading comprehension activities +6</p> <p>EEF (+5)- 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>1,2</p>
<p>Sports' Specialist to teach all year groups PE to ensure high-quality PE provision and improve engagement to improve physical and mental health. £8,158</p>	<p>EEF (+1 month)– sports participation increases educational engagement and attainment.</p>	<p>2,3,5</p>

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

Budgeted cost: £27,144 = **£ 15,559 Pupil premium funding** + **£11,585 Recovery funding**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 pupil progress meetings with teachers and the headteacher & the deputy headteacher (academic)</p>	<p>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.</p>	<p>1,2</p>
<p>TA interventions focusing on emotional literacy, maths, reading or writing.</p>	<p>EEF Teaching Assistant interventions(+4 months)</p>	<p>1,2</p>

<p>10.5 hours x 6 TAs per half-term. £7,503</p> <p>Toe-By-Toe structured intervention £4,168</p> <p>Trained dyslexia specialist to screen children and identify support needed for the classroom. £1,170</p>	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Teaching Assistant Interventions Toolkit Strand Education Endowment Fund EEF</p>	
<p>Early Talk Boost intervention delivered to EYFS children to improve S&L £2,500</p> <p>hours £218</p> <p>Recovery: Introduction of NELI language programme to improve outcomes at F2. £1,667</p>	<ul style="list-style-type: none"> • EEF (+6 months)– oral language interventions consistently show positive impact on learning. Education Endowment fund EEF 	3
<p>Recovery funding: School Led Tutoring (cost from catch up funding plus the cost we are adding in as a school)</p> <p>18 Y6 children to receive school-led tutoring</p> <p>12 hours @ per £18 child x 18 = £2,916 from grant and £972</p>	<p>EEF (+4 months)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1

<p>from recovery funding.</p> <p>30 Y4 children to receive school-led tutoring</p> <p>12 hours @ per £18 child x 30 =£4,860 from grant and £1,620 from recovery grant</p>	<p>Having analysed our cohorts we have identified that the Year 6 cohort need support to address gaps in maths.</p> <p>We have also identified the Year 4 cohort as needing intervention and therefore will access school-led tutoring for Reading and Writing to narrow the gaps.</p> <p>small group tuition Toolkit Strand Education Endowment Fund EEF</p>	
<p>Recovery:</p> <p>Deployment of a teacher one morning a week in Y2 to target individual PP students in Phonics.</p> <p>£5,321</p> <p>Deployment of a teacher one session a week in F2 to improve outcomes for PP students in reading and Phonics</p> <p>£2,005</p>	<p>EEF (+ 5 months)</p> <p>Phonics approaches have a strong evidence base that indicates positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Phonics Toolkit Strand Education Endowment Fund EEF</p>	1,3

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

Budgeted cost: £43,429 = £39,261 Pupil Premium funding; £4,168 Recovery Funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Office Manager to analyse attendance and contact low attenders. To complete First Day Call and support families to raise attendance / punctuality through following the policy.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE improving school attendance advice</p>	4

<p>£6,659</p> <p>TA to use ELSA training to deliver bespoke nurture to key PP students that have external barriers.</p> <p>£12,756</p> <p>Recovery: TAs to offer one nurture provision</p> <p>£4,168</p>	<ul style="list-style-type: none"> • EEF (+6)– oral language interventions consistently show positive impact on learning. <ul style="list-style-type: none"> • High quality small group interventions • Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. • Specialists lead CPD sessions and clinics with individual pupils and staff. • Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. <p>EEF (+4)– social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p> <p>social and emotional learning Toolkit Strand Education Endowment Fund EEF</p>	<p>1,3</p>
<p>Lead TA appointed to work with vulnerable families and improve parental engagement (toddler group, community events etc, family learning projects etc.)</p> <p>£14,846</p>	<p>EEF (+4 months)</p> <p>There is strong evidence to indicate that work with families through a layered approach (academic, emotional, families in crisis etc) has a positive impact on pupil progress.</p> <p>Parental Engagement Toolkit Strand Education Endowment Fund EEF</p>	<p>6</p>
<ul style="list-style-type: none"> • Cultural capital experiences promoted in the curriculum. • Minibus to transport pupils to residential and competitions. 	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	<p>5</p>

<ul style="list-style-type: none"> • Reduction in cost of trips for PP • Residential trip cost is greatly reduced for PP • Sports events promoted to PP are encouraged to attend • Outdoor learning encouraged <p>£5,000</p>	<p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p>	
--	---	--

Total budgeted cost: £198,536 *[insert sum of 3 amounts stated above]*

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than data pre-pandemic in reading, writing and maths across school but not in Year 6. Despite being on track during the first year (2018/19), the outcomes we aimed for F1-Y5 were not fully achieved by the end of 2020/21.

Our assessment for the reasons for these outcomes points primarily to the Covid-19 impact which disrupted all subject areas, particularly writing. School closure was the most detrimental to our disadvantaged pupils and they were not able to access and benefit from the teaching and targeted interventions that we had planned as part of the pupil premium funding. We continued to provide a high-quality curriculum for all pupils who were in school or accessing remote learning.

Overall attendance in 2020/21 was lower than in the preceding 2018/2019 year, it was in-line with national average. Attendance amongst disadvantaged pupils was 93.84%, lower than their peers and lower than 2018/19 which was 95.77%. This gap is larger than previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicate that wellbeing and mental health were significantly impacted last year, mainly due to Covid-19 and this was particularly noticeable for disadvantaged pupils. We have always used pupil premium funding to support pupils' wellbeing and use targeted interventions to achieve this. We are building on this approach with the activities detailed in this plan to further support our pupils through this difficult time.

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Our pupil premium strategy will be supplemented by additional money that is not being funded by our pupil premium or recovery grant. That will include:

Using the DfE grant to train a senior mental health lead.

Training an additional teaching assistant to become an ELSA Lead.

Offering a wide range of high-quality extracurricular activities that have been decided through pupil voice to engage disadvantaged pupils in participating in after school provision. Activities will focus on building life skills such as confidence, resilience and socialising. This includes pottery, painting, skateboarding, board games, Spanish etc.

Termly theme weeks held to provide enrichment opportunities for all pupils and broaden their knowledge and understanding of the world as well as supporting their emotional wellbeing.