

Pupil premium strategy statement – Rise Park Primary & Nursery School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, 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) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|-------------------------------------|
| Number of pupils in school | 449 |
| Proportion (%) of pupil premium eligible pupils | 30% |
| 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 | November 2022 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | Natasha Kelly |
| Pupil premium lead | Lisa Griffiths |
| Governor / Trustee lead | Jeanette Kirkby |

Funding overview

| Detail | Amount |
|--|------------------------------------|
| Pupil premium funding allocation this academic year | £189372 |
| Recovery premium funding allocation this academic year | £18,852 |
| <p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p> | £9208 received from April to July. |
| <p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p> | £208,224 |

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 |
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| <p>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>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>1- 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). 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>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: The overall absence rate for pupils being no more than 10%, and the attendance gap between disadvantaged and non-disadvantaged peers being reduced by 2%. The percentage of all pupils who are persistently absent being below 90% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</p> |
| <p>2- 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. 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>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. Personalised support by lead TA leads to improved outcomes for key PP students through targeted support and/or external</p> |

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| | providers as indicated through yearly data outcomes. |
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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: £ 145,714

| 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><i>Two Level 3 Teaching Assistants to work in Year 1 in the mornings and across Year 1 and Year 2 all day to support with the delivery of Phonics, English and Maths.</i></p> <p><i>Level 3 TA to support Year 5 in the mornings to improve PP outcomes.</i></p> <p><i>TA to work supporting standards and SEND provision across school</i></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> | 1, 2 |
| <ul style="list-style-type: none"> Quality first teaching for all pupils. TA CPD is ongoing for Maths and English by leads | <ul style="list-style-type: none"> EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. | 1, 2 |

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| <ul style="list-style-type: none"> Maths and English are high priority on school development plan and CPD plan. | <ul style="list-style-type: none"> Sutton Trust – quality first teaching has direct impact on student outcomes. Training and supporting highly qualified teachers deliver targeted support. Pupil premium guidance Education Endowment Fund EEF What makes great teaching Sutton Trust | |
| <p>Reading, Writing and Maths Leads to mentor and coach others where data is lower to improve outcomes for all, including pupil premium pupils</p> <p>Coaching and mentoring offered to all adults teaching Phonics through Phonics Lead</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> | |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £5,114 PP funding + £16,168 Recovery Premium

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| 1:1 pupil progress meetings with teachers and the headteacher & the deputy headteacher (academic) | 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. | 1,2 |

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| <p>Recovery: TA interventions focusing on emotional literacy, maths, reading or writing.</p> <p>10.5 hours x 6 TAs per half-term.</p> <p>Recovery: Toe-By-Toe structured intervention</p> <p>Trained dyslexia specialist to screen children and identify support needed for the classroom.</p> | <p>EEF Teaching Assistant interventions(+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> <p>Teaching Assistant Interventions Toolkit Strand Education Endowment Fund EEF</p> | <p>1,2</p> |
| <p>Recovery: Early Talk Boost intervention delivered to EYFS children to improve S&L</p> <p>Recovery: Introduction of NELI language programme to improve outcomes at F2.</p> | <ul style="list-style-type: none"> • EEF (+6 months)– oral language interventions consistently show positive impact on learning. Education Endowment fund EEF | <p>3</p> |
| <p>School Led Tutoring</p> <p>21 Y6 children to receive school-led tutoring</p> <p>16 Y5 children to receive school-led tutoring</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> | <p>1</p> |

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| | <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>1. small group tuition Toolkit Strand Education Endowment Fund EEF</p> | |
| <p>Recovery:</p> <p>Deployment of a teacher one morning a week in F2 to target individual PP students in Phonics.</p> <p>Deployment of a teacher one session a week in F2 to improve outcomes for PP students in reading and Phonics</p> <p>Level 3 TA to deliver fine motor skills and targeted listening, understanding and reading interventions.</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: £38,891 PP funding + £2,359 Recovery Premium

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Office Manager to analyse attendance and contact low attenders. To complete First Day Call and support families to raise | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 4 |

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| <p>attendance / punctuality through following the policy.</p> | <p>DfE improving school attendance advice</p> | |
| <p>TA to use ELSA training to deliver bespoke nurture to key PP students that have external barriers.</p> <p>Recovery: TAs to offer one nurture provision</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>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. | <p>Learning is contextualised in concrete experiences and language rich environments.</p> | <p>5</p> |

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| <ul style="list-style-type: none"> • Minibus to transport pupils to residential and competitions. • 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 • The Brilliant Club – G&T PP raising Aspirations Club with University of Sheffield | <p>Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</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> | |
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Total budgeted cost: £ 189,719 PP funding + £18,527 Recovery funding = £208,246

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/2022 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as the DfE is not publishing this data. However, we have compared our results of our disadvantaged and non-disadvantaged at a national and regional level and also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils have changed during this period.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2021/2022 is below our usual expectations. One suggestion for this is the ongoing impact of COVID-19, although we have identified that some of the approaches we have used has had less impact than anticipated on our disadvantaged pupils.

The attainment gap between our disadvantaged and non-disadvantaged pupils has grown since the pandemic and is yet to reduce to pre-pandemic levels. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 3% higher than their peers in 2021/2022 and persistent absence 39% higher. We recognise this gap is too large which is why raising attendance of our disadvantaged pupils is a focus on our current plan.

Challenges in wellbeing and mental health remain significantly higher than before the pandemic for pupils and their families. Further adaptations have been made to the plan, including the appointment of a family support worker, to support pupils and families with this and a continuation of nurture provision through the recovery premium.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25. We have reviewed our strategy plan and have made changes to how we intend to use some of the budget this academic year. The Further Information section below provides more details about our planning, implementation and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
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Service pupil premium funding (optional)

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| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| |
| The impact of that spending on service pupil premium eligible pupils |
| |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

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

- Utilising a DfE grant to train a senior mental health lead. They will then work in partnership with CAHMs who will provide a worker once a week to work with children in school identified as having mild to moderate anxiety. This will help address the mental wellbeing of our pupils that do not meet the threshold for specialist CAHMs support.
- Mental Health Lead within school delivering staff CPD to create wellbeing walls to support children in self-regulating their emotions.
- Introduction of a new teaching and learning policy that provides clarity on expectations for all staff to improve consistency and lead to good or better teaching from all staff.