

# Pupil premium strategy statement – Rise Park Primary & Nursery School

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

All schools that receive pupil 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, if that version was published using the template.

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

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	442
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Natasha Kelly, Headteacher
Pupil premium lead	Lisa Griffiths, Deputy headteacher

Governor / Trustee lead	Jeanette Kirby, lead for disadvantaged pupils
-------------------------	---

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200964
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£200964

# Part A: Pupil premium strategy plan

## Statement of intent

### Pupil Premium at Rise Park

At Rise Park Primary School, we are dedicated to motivating and inspiring all pupils to achieve their full potential, irrespective of the challenges they face, to become resilient, respectful and achieve highly across all subject areas. The focus of the pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We strive to ensure that the children achieve to the best of their ability and any gaps in their learning due to external factors are recognised and closed. All staff responsible for teaching and learning understand the importance of this support and Pupil Premium provision maps in each year group outline the support that is in place for children in receipt of Pupil Premium. This includes: high-quality teaching; specific interventions; support from the nurture team; access to trips and residentials and access to targeted interventions before school which includes breakfast.

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 EFF 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.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Narrowing the attainment gap across Reading, Phonics, 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.</p> <p>The gap of pupils achieving the expected standard at the end of Key Stage 2 was approximately 10% pre-pandemic, in 2023-2024, the gap was: 40% in reading, 24% in writing and 31% in maths. Although our pupils are just below national averages in reading and maths and above national in writing, our non-disadvantaged pupils outperform nationally at all levels therefore the gap when comparing is larger.</p>
2	<p>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.</p>
3	<p>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.</p>

4	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.
5	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
Accelerate progress and close the gap between disadvantaged and non-disadvantaged, with at least national expectations being met for ARE and GDS at the end of key Stage Two.	Termly data meetings will show the gap is closing and pupils will make or exceed expected progress. End of key stage data in 2026/2027 shows that attainment for disadvantaged pupils is above the national average at ARE and GDS.
Quality first teaching takes place in all classrooms, considering principles of effective classroom practice.	QA process identifies that all pupil experience lessons that enable at least good progress to be made.
Accelerate the progress between disadvantaged and non-disadvantaged pupils in EYFS so that the gap is closed.	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).
Disadvantaged pupils' emotional literacy improves.	NFER questionnaires demonstrate measured impact on specific areas of emotional literacy through targeted nurture provision leading to sustained levels of wellbeing from 2024/2025 onwards.
Attendance gap between disadvantaged and on-disadvantaged pupils to reduce, including persistence absence. For disadvantaged attendance to be in-line with national attendance.	Sustained higher attendance from 2026-2027 demonstrated by: The overall absence rate for pupils to be lower than the national average and the attendance gap between disadvantaged and non-disadvantaged peers to be no higher than 1% The percentage of all pupils who are persistently absent being below 90% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
For Disadvantaged pupils to participate in a wider range of enrichment activities alongside a rich and varied curriculum enhanced by trips,	Each year, long term and medium-term planning demonstrate rich and varied experiences that all students experience.

visitors and experiences within school to broaden their knowledge.	Tracking of extra-curricular sessions used to priorities and direct disadvantaged students to engage in at least one additional session every year. Disadvantaged students will have socio-economic barriers removed to support the development of skills essential for curriculum on offer as impacted in progress data (yearly).
Increased engagement and participation from disadvantaged families to improve either academic and/or social and emotional outcomes for disadvantaged students.	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 providers as indicated through yearly data outcomes.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 144,984

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 and Year 2 in</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

<p><i>the mornings to support with the delivery of Phonics, English and Maths.</i></p> <p><i>SENCO to work supporting standards and SEND provision across school</i></p>		
<p>Teacher CPD programme e.g. retention, whole-school times tables initiative, CPD, Phonics, data analysis</p>	<p>According the EEF’s Guide to The Pupil Premium ‘Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending.</p> <ul style="list-style-type: none"> <li>• EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</li> <li>• Sutton Trust – quality first teaching has direct impact on student outcomes.</li> </ul> <p>Training and supporting highly qualified teachers deliver targeted support.</p> <p><a href="#">Pupil premium guidance Education Endowment Fund EEF</a></p> <ul style="list-style-type: none"> <li>• <a href="#">What makes great teaching Sutton Trust</a></li> </ul>	<p>1, 2</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.</p> <p><i>2024/2025 focus</i></p> <p><i>Maths focus on year 2 and improving multiplication check scores in Year 4</i></p> <p><i>Reading and writing focus on Key Stage One to improve outcomes for disadvantaged pupils to at least national expectations</i></p> <p>Coaching and mentoring offered to all</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</p> <p>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</p>

adults teaching Phonics through Phonics Lead <i>2024/2025 focus</i> <i>Phonics focus on year 1 to improve data to at least national outcomes</i>		
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

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

Budgeted cost: £ 11,479

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA interventions focusing on emotional literacy, maths, reading or writing.	EEF Teaching Assistant interventions(+4 months) 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.	1,2,4
Toe-By-Toe structured intervention  Dyslexia programme to identify children who may need further support	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. <a href="#">Teaching Assistant Interventions Toolkit Strand Education Endowment Fund EEF</a>	1,2,4
Early Talk Boost intervention delivered	<ul style="list-style-type: none"> <li>• EEF (+6 months)– oral language interventions consistently show positive impact on learning.</li> </ul>	2

to EYFS children to improve S&L	<a href="#">Education Endowment fund EEF</a>	
Tutoring for Year 6 pupils	<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>Having analysed our cohorts we have identified that the Year 6 cohort need support to address gaps in maths.</p>	1

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

Budgeted cost: £ 44,509

Activity	Evidence that supports this approach	Challenge number(s) addressed
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, linked to Attendance guidance August 2024.	Attendance impacts on attainment. 2023 report published on the attendance crisis (Listening to, and learning from, parents in the attendance crisis) states, The link between attendance and attainment is well known. Sporadic attendance impacts children's academic results, mental health and resilience. Those who take an occasional day (or a week, or a fortnight) off school miss building blocks of knowledge. Catching up is a treadmill that becomes unmanageable and so their learning is fractured.	1,3,5
Teaching assistant deployed to use ELSA	A survey conducted by NHS digital found that, 'Nearly 40% of 6 to 16-year-olds said they felt	2,4,5

<p>training to deliver bespoke nurture to key PP students that have external barriers.</p>	<p>their mental health had got worse over lockdown.'</p>	
<p>Teaching assistants to deliver nurture provision</p>	<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><a href="#">social and emotional learning Toolkit Strand Education Endowment Fund EEF</a></p>	<p>2,5</p>
<p>Family support worker to work with vulnerable families and improve parental engagement (toddler group, community events etc, family learning projects etc.)</p>	<p>Babies and toddlers from poorer backgrounds have been disproportionately affected by the pandemic, with less access to books and outdoor space during lockdown than children growing up in wealthier families.' (study conducted in 2020 by researchers at five UK universities and funded by the Economic and Social Research Council)</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><a href="#">Parental Engagement Toolkit Strand Education Endowment Fund EEF</a></p>	<p>2,3,4,5</p>
<ul style="list-style-type: none"> <li>• Cultural capital experiences promoted in the curriculum.</li> <li>• Minibus to transport pupils to residential and competitions.</li> <li>• Reduction in cost of trips for PP</li> <li>• Residential trip cost is greatly reduced for PP</li> <li>• Sports events promoted to PP are encouraged to attend</li> </ul>	<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>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p>	<p>4,5</p>

<ul style="list-style-type: none"> <li>Outdoor learning encouraged</li> </ul>	<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: £ 200, 972**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Data Outcomes					
EYFS					
% of children achieving GLD		72%			
% of PP compared to non-PP achieving GLD		71% PP 73% Non PP			
Key Stage One Phonics Screening					
% of children achieving pass rate		73%			
% of PP compared to non-PP achieving pass rate		54% PP 79% Non PP			
Key stage One					
Reading ARE+	Reading GDS	Writing ARE+	Writing GDS	Maths ARE+	Maths GDS
All: 70%	All: 22%	All: 70%	All: 10%	All: 70%	All: 20%
PP: 55%	PP: 15%	PP: 55%	PP: 5%	PP: 50%	PP: 15%
Non-PP: 78%	Non-PP: 26%	Non-PP: 78%	Non-pp: 13%	Non-PP: 80%	Non-PP: 23%
PP 5% higher than previous year and gap has reduced by 5%	PP gap 15% higher than previous year and gap has reduced by 9%.	PP 26% higher than previous year and gap has reduced by 21%.	PP 5% higher than previous year and gap has increased by 1% but more PP pupils are achieving GDS.	PP has remained the same as previous year and gap has widened by 2%.	PP 15% higher than previous year and gap has reduced by 12%.
Key Stage Two					
Reading ARE+	Reading GDS	Writing ARE+	Writing GDS	Maths ARE+	Maths GDS

All: 78%	All: 25%	All: 83%	All: 23%	All: 75%	All: 15%
PP: 58%	PP: 29%	PP: 67%	PP: 13%	PP: 54%	PP: 4%
Non-PP: 92%	Non-PP: 22%	Non-PP: 94%	Non-pp: 31%	Non-PP: 89%	Non-PP: 22%
PP 14% lower than previous year and gap has widened by 14%.	PP gap 5% higher than last year and outperform non-PP.	PP 4% lower than previous year and gap has widened by 11%.	PP 5% higher than previous year and gap has reduced by 18%.	PP 3% lower than previous year and gap has widened by 15%.	PP 1% lower than previous year with gap remaining similar.

<p>Attendance</p> <p>All: 94.18%</p> <p>PP: 92.6% - an increase of 0.8% on the previous year</p> <p>PA: 17.33%</p> <p>PP PA: 27% - a decrease of 2% on the previous year</p>
--

## Externally provided programmes

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

Programme	Provider

## Service pupil premium funding (optional)

*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***

**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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*