

Rawdon St. Peter's C of E Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and various recovery/catch-up grants 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.

In September 2022, our school welcomed a new headteacher who carried out a review of the pupil premium strategy. Updates to the strategy are shown in green.

School overview

Detail	Data
School name	Rawdon St. Peter's C of E Primary School
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	4.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021 September 2022
Date on which it will be reviewed	July 2022 July 2023
Statement authorised by	C. Sibson (Headteacher) L Clapham (Headteacher)
Pupil premium lead	A. Hopkinson
Governor lead	R. Mirfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,865
Recovery premium funding allocation this academic year	£2,465
Catch-up premium funding allocation this academic year	£16,850
School led tutoring funding allocated this academic year	£1181.26
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£45,361.26 £44,180

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is 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. 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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 suggest disadvantaged pupils generally have greater difficulties with learning behaviours than their peers. This negatively impacts their development in ways such as lack of independence, resilience and reluctance refusal to participate in interventions.
2	Complex family circumstances. Assessments, safeguarding data, observations, and discussions with pupils suggest disadvantaged pupils generally have more complex family circumstances, leading to poor routines and organisation in the home. This has an impact on pupil's readiness

	to start the school day, their ability to focus and learn, and reliance on school to provide routine and consistency.
3	<p>An increase in the number of children who require support for social, emotional and mental health support.</p> <p>Our assessments (including wellbeing survey upon re-opening of schools), observations and discussions with pupils and families have identified social, emotional and behavioural issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment and progress.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 77 pupils (8 of whom are disadvantaged) currently require additional support with social and emotional needs, with 42 (7 of whom are disadvantaged) receiving small group interventions.</p>
4	<p>Gaps in knowledge as a result of the pandemic</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.</p>
5	<p>Maintaining catch up for those children with additional or emerging learning needs.</p> <p>Our data over the last 5 years indicates that there are higher instances of specific additional needs amongst our disadvantaged pupils, including those being supported as SEND, EAL and CLA (children looked after – previously referred to as those ‘in care’). Many of our disadvantaged pupils have multiple vulnerabilities.</p> <p>External agency timeframes not fully conducive to supporting disadvantaged pupils promptly which has been further exacerbated by the global pandemic. Pupils are regularly waiting an entire year for support (CAMHS – Child and Adult Mental Health Services, Speech and Language, Therapeutic Support, Autism assessment and support, Educational Psychology etc.)</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
Children with additional or emerging needs are well supported and make good progress in line with other groups.	<ul style="list-style-type: none"> • Groups of children make good progress through quality first teaching. • Impact shown through regular targeted interventions for pupils as identified through ongoing formative and summative assessment systems. (assess, plan, do, review) • LSAs utilise ongoing CPD to support pupils well in lessons adding value to their ongoing progress.
Key outcomes to continue to be above the national	<ul style="list-style-type: none"> • EYFS outcomes are above National Average

<p>average in all areas for all groups of pupils.</p> <p>A robust Recovery Curriculum leading to attainment in line with 2019 statutory assessments at both KS1 and KS2, for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • KS1 reading, writing, maths, EGPS outcomes in 2024/25 are at or above levels attained in 2019. continue to be above the national average • Year 1 and year 2 Phonics Screening Check outcomes in 2024/25 are at or above levels attained in 2019. continue to be above the national average • Year 4 Multiplication Tables Check outcomes in 2024/25 continue to be are at or above national average. • KS2 reading, writing, maths, EGPS (<i>English grammar, punctuation and spelling</i>) outcomes in 2024/25 are at or above levels attained in 2019. continue to be above the national average
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
<p>Children identified as having a level of social, emotional and mental health difficulties make good progress, alongside their peers and with other groups.</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<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 • Positive input from the learning mentor through intervention sessions, classroom coaching and collaborative work with parents. • fewer referrals for Learning Mentor support and fewer pupils requiring small group intervention • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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, Continuing Professional Development, recruitment and retention)

Budgeted cost: ~~£13,787.64~~ **£14,879**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing Professional Development for all staff to create the RSP teaching and learning toolkit.	This strand is drive by Rosenshines Principles of Instruction. https://blog.innerdrive.co.uk/guide-to-rosenshine-principles-of-instruction	2, 3, 4, 5

<p>This will be done through staff meeting sessions, directed professional development time and support delivered by the Headteacher who is an SLE.</p>		
<p>Create a vocabulary strategy and dialogic activities to support the teaching and learning of reading in particular. This will also support the development of speaking and listening across the curriculum.</p> <p>This will be done through the use of a consultant support and collaboration across the Aireborough Learning Partnership Trust.</p> <p>A progression spine of language structures across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will provide resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 4, 5</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 4, 5</p>
<p>Enhancement of our maths teaching and learning curriculum planning in line with DfE and EEF (<i>Education Endowment Foundation</i>) guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and Continuing Professional Development (including Teaching for Mastery training).</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>4, 5</p>
<p>Review and revisit the current reading spine to support the social and emotional development of our</p>	<p>We will embed the data drive though Mindmate to support curriculum drivers and further strength our overarching support of social and emotional learning.</p>	<p>2, 3, 4, 5</p>

pupils alongside the continued development of PSHE learning. Continue the work already begun on the provision of quality of social and emotional (SEL) learning.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Development and ongoing professional development of SEND systems and practices in school.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	2, 3, 4, 5
Recruitment of a new SENDCO and release of the DHT to cover this role in the interim.	There is a strong evidence base that supports a SENDCO being a member of SLT and having impact on all pupils, and in particular, disadvantaged pupils: 'National standards for special educational needs coordinators' (TTA, 1998) and The SEND code of practice.	1, 3, 4, 5

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

Budgeted cost: ~~£24,392~~ £15,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to Cracking Comprehension digital resource to support the teaching of reading comprehension across school.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2, 4, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This cost includes recruitment and training of a new member of support staff.	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	2, 4, 5
The implementation of a robust system for assessment which benefits all.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	2, 3, 4, 5

	https://educationendowmentfoundation.org.uk/public/files/EFA_evaluation_report.pdf	
<p>Targeted Interventions for pupils as identified. This includes interventions for children with social and emotional needs as well SEND interventions and interventions in place for catch up.</p> <p>Providing a blend of 1:1 and small group tuition, booster classes and mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3, 4, 5

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

Budgeted cost: ~~£22,900~~ £16,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer to meet regularly with SLT, monitoring all pupils in our school, particularly our disadvantaged pupils.	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	2, 3
Learning Mentors to provide bespoke interventions focused on social skills, bereavement, enrichment, behavior, self-regulation, friendships etc.	<p>Strong evidence bases for all approaches:</p> <p>Behaviour interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Mentoring: https://educationendowmentfoundation.org.uk/education-</p>	2, 3

	<p>evidence/teaching-learning-toolkit/mentoring</p> <p>Self-regulation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Continue to improve parental engagement via use of technologies (e.g. Microsoft Teams); Learning Mentor; CPD for staff; workshops for parents on phonics, maths, SATs etc.; opportunities for parents to be involved with their child's learning (e.g. maths mornings) plus more intensive programmes for families in crisis. (Costed within above item)</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment:</p>	<p>All</p>

Total budgeted cost: ~~£61,079.64~~ £47, 529

Predicted overspend: ~~£15,718.38~~ £3,349

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 in previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, and the fact that most disadvantaged pupils took up places in school during closures.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
N/A as there were no service children in school last year.	

Further information (optional)

Additional activity

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

- embedding more effective practice around feedback through a review of the marking and feedback policy. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

Planning, implementation, and evaluation

It is worth noting that due to low numbers of disadvantaged pupils across school (although this did increase due to COVID), it is not useful to analyse data of these pupils as a group. Instead, our approach looks at individual pupils, considering their personal needs and barriers. Actions are then planned and put into place. Individual pupil profiles are used within school which record these details. These are updated half-termly and evaluated at pupil progress meetings.