

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2023 to 2024 academic year 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	Rainford Brook Lodge Primary School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	30 <sup>th</sup> November 2021
Date for most current review Date on which it will be reviewed	Sept '23 Sept '24
Statement authorised by	Phil Reece Headteacher
Pupil premium lead	Phil Reece
Governor / Trustee lead	Jane Sebastian

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,010
Recovery premium funding allocation this academic year	£2828
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34,838

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention, at Rainford Brook Lodge, is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas from their given starting points. 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This falls in line with our internal ethos within our Teaching and Learning related policies of '*Catering for every child's needs, every day.*' 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 formative and summative (standardised) assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- identify individual needs of the children
- ensure disadvantaged pupils are challenged in the work that they're set irrespective of their ability
- 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	<p>Evidence suggests that historically, disadvantaged children suffered with reading and writing skills in Year 1 to Year 6. Reception data overall from the end of 2022 was 77% word reading and 73% writing. Last year ('23) saw an improvement to 83% in both these areas. However, baseline this year indicates that at least 50% of the cohort did not meet phonetical awareness; sequencing of stories or number formation. Good standards of language and communication are vital to ensure any future identified disadvantaged children have the necessary skills to make better progress in reading and writing.</p> <p>*Numbers of Pupil Premium tend to be low in Reception and some children become in receipt of funding in later years so good provision for all is vital.</p>
2	<p>Writing attainment in writing is behind that of their non-disadvantaged peers and although this is a whole school issue (particularly since the lockdowns) it has having a greater impact on some of our disadvantaged children).</p>
3	<p>Phonics Data suggests a significant proportion of disadvantaged children have greater difficulties with their phonics subsequently having an impact on reading which in turn is also having an impact on writing. A higher than average proportion of children of disadvantaged children did not (or would not) have passed the phonics screening in Y1. Reading progress for disadvantaged children was below that of non- disadvantaged by the end of KS2 last year</p>
4	<p>Attendance and punctuality – for a significant minority of children there is (or has been historical evidence of) persistent absenteeism or punctuality issues which is having a negative impact on progress. Approximately 19% of disadvantaged have either historical absenteeism or are currently classed as a persistent absentee – this is more than double the non-disadvantaged rate and 66% of disadvantaged children had attendance less than 93% last year</p>
5	<p>53% of children eligible for PP are also either SEN or low ability</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
1. Children have the Literacy, Communication and Language skills to strengthen their learning and progress in reading and writing in EYFS	Improve rates of Communication and Language and phonetic awareness at an age-appropriate level in Reception to 90% so that that impacts on not just current PP but also any future PP children in their development in Phonics, Reading and Writing.
2. Ensure all children (and specifically disadvantaged pupils) have access to high quality teaching of writing and that personalised feedback leads to improved progress of PP	Close the progress gap between Dis and non-Dis, especially in progress across terms and years but also in the proportion of disadvantaged being at least in line with non-disadvantaged in reaching their expected targets
3. Ensure all children (and specifically disadvantaged pupils) have access to high quality phonics intervention leading to improved reading results later	Increase average % of disadvantaged pupils passing the phonics screening to above national averages year on year, and ensure those who have not passed previously have access to support to plug phonics skills gaps and subsequent reading skills to achieve 70% at expected standard in reading by end of this academic year.
4. Improve attendance and readiness for learning for disadvantaged children	Attendance to improve so that those that are classed as persistent absenteeism improve as a proportion at least in line with non-disadvantaged. Identify children too whose attendance is less than 93% and look to improve to 95% or above
5. Children with SEND have access to the full curriculum (albeit adapted to their needs) and therefore achieve in line with others given their starting points	<p>SEN children to show comparative rates of progress in line with non-disadvantaged and non-SEN children.</p> <p>Use of BSquared to show these steps of progress where some children with SEN are accessing a curriculum well below that of their peers.</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: £11,337.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensure moderation of writing is consistent across school – senior leaders (with moderation expertise) to spend termly sessions to moderate and feedback</i></p> <p><i>Subject Leaders are aware of how to monitor using CPD from the National College</i></p> <p><i>Training for Y2/Y6 teachers</i></p> <p><i>Implement new Spelling scheme linked to the Writing scheme</i></p> <p><i>More priority on handwriting and interventions where necessary</i></p> <p><i>Teachers use editing techniques in line with the school development plan</i></p> <p><i>PD on adaptive learning and comprehension</i></p>	<p>‘Research and inspection evidence suggest that the most important factors in how, and how effectively, the curriculum is taught and assessed are (in part):</p> <p>Teachers check pupils’ understanding effectively and identify and correct misunderstandings.</p> <p>Teachers use assessment to check pupils’ understanding in order to inform teaching’ Ofsted Handbook</p> <p>Pupils who fail to learn to read early on start to dislike reading. The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning.</p> <p>DFE The Reading Framework July ‘23</p>	<p>2.</p> <p>5</p>
<p>Purchase of standardised diagnostic assessments (NFER and SmartGrade).</p> <p>Training for staff to ensure assessments are</p>	<p>‘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’</p>	<p>3.</p>

interpreted and administered correctly.	EEF	
<p><i>High Quality Teaching:- Listening and discussing stories</i></p> <p><i>Chatter Time (capture children's understanding and stimulate talking; give topics to parents to pre talk with their children)</i></p> <p><i>Discussion of picture books in guided reading groups</i></p>	<p>Assessment through high quality interactions (see guidance under the new framework)</p> <p>'The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.'</p>	1

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

Budgeted cost: £22,428 (inc £2828 with Recovery Funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of CPD for Phonics linked to RWI phonics programme –</i></p> <p><i>Cost of staffing for teaching of groups</i></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.' EEF</p>	3. 5.
<p><i>IDL as an intervention for dyslexia</i></p>	<p><i>IDL as an intervention for dyslexia</i></p>	5
<p><i>Tutor led tutoring</i> £4624</p>	<p>There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged</p>	2 & 3, 5

	pupils. (link to use of NFER standardised data)	
<p><i>One to one support for children with significant needs</i></p> <p><i>Use of BSquared to track progress and help support future planning for chn who struggle to access their year group curriculum standards</i></p>	<p>A small proportion of our SEN require 1:1 provision where all aspects of the curriculum need to be adapted and alongside this, life skills need to be promoted and taught.</p> <p>Use of Teaching Assistants in these cases are most effective when they are experienced and well trained. EEF</p>	5.

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

Budgeted cost: £1258

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Careful monitoring of attendance patterns to lead to regular communication with parents to inform about attendance and sometimes to intervene where attendance is an issue – use of cPOMS Invenry signing in system and Arbor</p> <p>Spending on trips/extra-curricular to encourage attendance and not make finances a barrier to wider opps in school</p>	<p>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.</p> <p>DfE attendance</p>	4.

**Total budgeted cost: £ 35,023.65**

# 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.

### 1. Intended Outcome

Children have the Communication and Language skills to strengthen their learning and progress in reading and writing

#### Success Criteria:

Improve rates of Communication and Language at an age-appropriate level in Reception to 80% so that that impacts on not just current PP but also any future PP children in their development in Phonics, Reading and Writing.

#### Results:

*Communication and Language for the whole cohort was 87%. 66% (2 out of 3 pupils who are classed as Pupil Premium achieved this)*

**Track for one more year to ensure patterns over time suggest improved practice in this area**

### 2. Intended Outcome

Ensure all children (and specifically disadvantaged pupils) have access to high quality teaching of writing and that personalised feedback leads to improved progress of Pupil Premium

#### Success Criteria:

Close the progress gap between Dis and non-Dis, especially in progress across terms and years but also in the proportion of disadvantaged being at least in line with non-disadvantaged in reaching their expected targets

#### Results:

By end of KS2 both disadvantaged and non-disadvantaged progress was less than previous year but gap was closer

**This needs to be a priority for all in terms of progress**

### **3. Intended Outcome**

Ensure all children (and specifically disadvantaged pupils) have access to high quality phonics intervention leading to improved reading results later.

#### **Success Criteria:**

*Increase average % of disadvantaged pupils passing the phonics screening to above national averages, and ensure those who have not passed previously have access to support to plug phonics skills gaps*

#### **Results:**

*100% (one child) in receipt of PP passed their phonics in Y1;*

*83% of Y1 passed their phonics. Pass rate rose from 89% in 21/22 in Y1 to 96% in Y2. 70% of Y2 passed their reading SATs at the expected + level.*

*In Y6, 74% passed their reading; 82% had passed their phonics in Y1 - 4 chn who had passed their phonics, did not pass their reading*

**Intervention for children who struggle with phonics (and reading) and look to close the gap between % of children passing phonics and those that pass their reading at the expected level**

### **4. Intended Outcome**

Improve attendance and readiness for learning for disadvantaged children

#### **Success Criteria:**

*Attendance to improve so that those that are classed as persistent absenteeism improve as a proportion at least in line with non-disadvantaged*

#### **Results:**

*Pupil Premium attendance is 92.4% (FFT National is 91.4%) compared to 95.9% (FFT Nat 94.7) for non pupil premium*

**Above the national average but still with still identified families to monitor and work with after looking at last year's attendance**

### **5. Intended Outcome**

Children with SEND have access to the full curriculum (albeit adapted to their needs) and therefore achieve in line with others given their starting points

#### **Success Criteria:**

*SEN children to show comparative rates of progress in line with non-disadvantaged and non-SEN children.*

**Results:**

By the end of KS2, SEN had made negative progress. 5 children were Pupil Premium with 4 of those children also SEN.

By the end of KS1 there was only 1 /SEN child who was disapplied but made progress on a bespoke curriculum.

***Currently very few PP who are also SEN but SEN progress by the end of KS2 is still a priority in general***