

## Pupil premium strategy statement

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	Rainford Brook Lodge Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	30 <sup>th</sup> November 2021
Date on which it will be reviewed	30 <sup>th</sup> March 2022
Statement authorised by	Phil Reece Headteacher
Pupil premium lead	Kathryn Hodkinson Deputy Headteacher
Governor / Trustee lead	Jane Sebastian

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,830
Recovery premium funding allocation this academic year	£1596
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	£30426

# 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils with a particular focus on Early language, Phonics and Writing (including SPLDs).

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 both able and more able
- 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	Evidence suggests that historically, disadvantaged children suffered with poor reading and writing skills in Year 1 to Year 6. One area where this can be addressed is in Communication and Language which is an area of general concern following the lockdowns where 38% of last years' Nursery pupils were not on track by the end of the year. On entry to Reception, Baseline suggested that at least 30% of the cohort were not on track this year. 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.
2	Writing progress and 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).
3	Phonics Data suggests a significant proportion of children have greater difficulties with their phonics subsequently having an impact on reading which in turn is also having an impact on writing. 33% of disadvantaged children did not (or would not) have passed the phonics screening in Y1
4	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 a third of disadvantaged have either historical absenteeism or are currently classed as a persistent absentee – this is more than double the non-disadvantaged rate
5	38% of Pupil Premium are on the SEN register with various levels of need.

## 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 Communication and Language skills to strengthen their learning and progress in reading and writing	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.
2. Ensure all children (and specifically disadvantaged pupils) have access to	Close the progress gap between Dis and non-Dis, especially in progress across

<p>high quality teaching of writing and that personalised feedback leads to improved progress of PP</p>	<p>terms and years but also in the proportion of disadvantaged being at least in line with non-disadvantaged in reaching their expected targets</p>
<p>3. Ensure all children (and specifically disadvantaged pupils) have access to high quality phonics intervention leading to improved reading results later</p>	<p>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</p>
<p>4. Improve attendance and readiness for learning for disadvantaged children</p>	<p>Attendance to improve so that those that are classed as persistent absenteeism improve as a proportion at least in line with non-disadvantaged</p>
<p>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>	<p>SEN children to show comparative rates of progress in line with non-disadvantaged and non-SEN children. 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: £19,925

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 new to these year groups</i></p> <p><i>Use of Teacher’s Moderation Toolkit as a resource for CPD</i></p> <p><i>Implement new Spelling scheme linked to the Writing scheme</i></p> <p><i>IDL as an intervention for dyslexia</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>2.</p> <p>5</p>
<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>	<p>3. 5.</p>

<p>Purchase of standardised diagnostic assessments (NfER).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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>EEF</p>	3.

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

Budgeted cost: £7516

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted support using NELLIE programme to identify and improve language and communication in EYFS for identified children</i></p> <p>Staffing costs - for TA delivering</p> <p><i>High Quality Teaching:-</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>Ted Bear time – promotes communication and Guided reading</i></p>	<p>The Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial.</p> <p>EEF</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
<p><i>Tutor led funding</i></p> <p>£2025</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 pupils. (link to use of NfER standardised data)</p>	2 & 3, 5

<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>	<p>5.</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3728

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<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 Sims</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>	<p>4.</p>

**Total budgeted cost: £ 31,169**

## 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.

1. Ensure all children (and specifically disadvantaged pupils) have access to high quality phonics intervention
  - *Phonics scores for Y2 2020/21 was 93% overall (compared to 77% in LA 2020/21 and 91% nationally 2019). Two out of 3 out of disadvantaged children passed (75%): on screening this year, this rises to 100% of these children. Significant progress had been made by disadvantaged children in this period*
  - *Phonics scores for Dec 2021/22 was 93% overall with 80% of disadvantaged children passing (4 out of 5)*
  - *Older disadvantaged children who had previously not passed their phonics (some new to the school since then) are still behind in reading and are not secure in their phonics*
  
2. Ensure all children (and specifically disadvantaged pupils) have access to high quality writing leading to greater progress of PP
  - *Progress and attainment for disadvantaged pupils lags behind that of non-disadvantaged in Writing. Gaps were closing as a whole in the school from Spring to Summer with some examples of disadvantaged doing the same but attainment still below overall. This is a target in our School Development Plan*
  
3. Improve attendance and readiness for learning for disadvantaged children
  - *With lockdowns and bubbles going down as well as children absent sometimes with mild symptoms this was difficult to monitor and manage effectively. However, where there were cases of high levels of absence, efforts were made to reduce this and individual case studies show where this has been very successful.*
  - *Rates are still lower for disadvantaged overall. Sept 20 to Sept 21 was 92.57% compared to 95.07 for non-disadvantaged. These are both above National Figures*
  - *Current rates up to Dec 8 are 94.42 for disadvantaged and 97.28 for non disadvantaged.*

- *Whilst some have made great improvements with their attendance, other disadvantaged remain or are currently classed as persistent absentees and will require intervention and monitoring*