

# Pupil premium strategy statement 2021-2024



This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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 CE Primary School
Number of pupils in school	249
Proportion (%) of pupil premium eligible pupils	15.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 <b>2023-2024</b>
Date this statement was published	15.11.23
Date on which it will be reviewed	July 24
Statement authorised by	Anya Richardson (Headteacher)
Pupil premium lead	Anya Richardson/ Louise Thompson
Governor / Trustee lead	Stephen Duffy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45888
Recovery premium funding allocation this academic year	£4640
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	£50528

## Part A: Pupil premium strategy plan

### Statement of intent

Our ultimate objectives are to enable all children, irrespective of their background or the challenges they face to make good progress and achieve high attainment across all curriculum areas. The purpose of our Pupil Premium Strategy is to identify effective support for disadvantaged pupils to ensure their good progress irrespective of any barriers or obstacles they face, including good progress for higher attaining pupils.

We will also consider the needs of our vulnerable children, including those with a social worker, children with English as an additional language or young carers so that activities we deliver support their needs also, whether or not they are disadvantaged.

High quality teaching is at the forefront of our approach with a sharp focus on the areas in which disadvantaged pupils need the most support. We will use research evidence proven to accelerate the progress of disadvantaged pupils to inform our plans. These activities will benefit our non-disadvantaged pupils also. Our intention is that the progress of our non-disadvantaged pupils will be sustained and improved alongside their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

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	A significant number of PP children are struggling with behaviour due to an increase in SEMH issues post Covid.
2	Assessments and observations indicate that children enter school with gaps in prime areas particularly fine motor skills in addition to numeracy and literacy.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Assessments and observations indicate that writing outcomes for disadvantaged pupils are lower than expected across school, particularly in spelling and handwriting. The gap widened in 2022-2023 to 23% in Y6.
5	Observations and discussions with pupils and families show that many of our disadvantaged pupils would benefit from further support from school academically and to enable access to wider educational opportunities.
6	Our attendance data indicates that improved attendance for all pupils has not been replicated among disadvantaged pupils. The gap has widened to 2.18%.

## 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
To improve the engagement with learning for disadvantaged pupils with SEMH.	<p>For targeted children who are struggling with mental health issues and extreme behaviours to access learning.</p> <p>Good progress for targeted pupils from starting points.</p> <p>Behaviour learning walks show that pupils are able to access learning</p>
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/2024 show that more than 80% of disadvantaged pupils met the expected standard and between 10-20% of pupils attain GDS.
Improved writing attainment among disadvantaged pupils	KS2 writing outcomes in 2023/2024 show that more than 75% of disadvantaged pupils met the expected standard and between 10-20% of pupils attain GDS.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/2024 show that more than 80% of disadvantaged pupils met the expected standard and between 10-20% of pupils attain GDS.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• to enable pupils to be able to attend residential trips</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%.</li> </ul>

	<ul style="list-style-type: none"> <li>the percentage of all pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</li> </ul>
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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: £22424

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact so far
Purchase of a Read, Write, Inc development programme to secure stronger phonics teaching for all pupils.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3	
Mentoring and coaching for teachers to ensure high quality teaching	Mentoring and coaching have been identified as an effective mechanism for effective professional development <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a>	2,3,4	
Teachers to undertake profes-	Evidence base for theory of change and impact of	2,3,4	

<p>sional development to support disadvantaged pupils, in particular related to those with ACEs and trauma-informed approaches as well as those who are struggling with SEMH. This includes, but is not limited to, 1xNPQLBC (plus dissemination), 2xTISUK (plus dissemination).</p> <p>The cost will include the cover to facilitate teachers undertaking this professional development.</p>	<p>trauma-informed approach to be found here:</p> <p><a href="https://www.traumainformedschools.co.uk/home/evidence-base">https://www.traumainformedschools.co.uk/home/evidence-base</a></p> <p>Leading behaviour and culture is complex and professionals looking to lead in this area need to have expertise across a number of specialist areas related to their role (e.g. behaviour systems) and in approaches that, through working with their colleagues, enable their school to keep improving (e.g. professional development and implementation). NPQLBC is based on the latest research and evidence and will, therefore, enable us to make choices and tailor support from an evidence-based approach.</p>		
<p>To improve teaching and learning in GPS and writing: English subject leader time in order to support newer members of staff in improving writing and GPS outcomes</p>	<p>Putting Evidence to Work: A School's Guide to Implementation.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p> <p>Effective professional development includes both initial training and high quality follow on coaching.</p>	2,4	

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

Budgeted cost: £24604

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support including fast track phonics and Fresh Start for children in Y5 and 6</p>	<p>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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3</p>
<p>Teaching assistants supporting high quality provision within the classroom and with structured interventions</p>	<p>Monitoring and observations show that an increasing number of children are struggling with mental health issues that affect their behaviour for learning.</p> <p>Evidence from EEF states that, “Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.”  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning#:~:text=Evidence%20suggests%20that%20children%20from,health%20and%20lower%20academic%20attainment.">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning#:~:text=Evidence%20suggests%20that%20children%20from,health%20and%20lower%20academic%20attainment.</a></p> <p>Extra teaching assistant support has been provided to support targeted FSM pupils in 4 classes</p>	<p>1,2,3,4</p>

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions-eeef">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will include the provision of EWO service</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<p>6</p>

to support attendance		
Access to residential trips for disadvantaged pupils and access to extra curricular activities including music tuition	To enable our disadvantaged pupils to have access to our wider curriculum including residential trips and extra curricular activities to support social and emotional learning. <a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a>	5
Morning Reading Plus for targeted children in booster sessions Y4-6	Reading Plus is a proven effective intervention for increasing reading fluency as evidenced by internal data.	4

**Total budgeted cost: £50528**

## Part B: Review of outcomes in the previous academic year: 2022-2023

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

Strategy Aim	Target	Outcomes)
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	Lesson observations and formative assessment show improved language skills and improving vocabulary use across the curriculum. This is evident during evaluations from SLT and from LDST – children have a good knowledge of tier 2 vocabulary. Children are familiar with sentence stems and regularly build on or disagree with explanations of others' opinions. This target has been met and will be removed from PP strategy for 2023-2024 as this data demonstrates that we are currently on track to have already met this intended outcome before the end of this strategy plan.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/2024 show that more than 80% of disadvantaged pupils met the expected standard and between 10-20% of pupils attain GDS	<p><u>Y6 outcomes summer 2022</u>            Reading 81% all children            PP: 63%            Gap 2022: 18%            Gap 2021: 25%            Progress for disadvantaged -0.79 compared with -1.03 local average</p> <p><u>Y6 outcomes summer 2023</u>            Reading 73% all children            PP: 25%            Gap 2023: 48%            Gap 2022: 18%            Gap 2021: 25%</p> <p>Analysis of data:            Positive progress made in 2021-2022 towards intended outcomes.</p>

		<p>Increase in gap for year 2022-2023 was due to the specific Y6 cohort that year, where there were in year admissions and a number of pupils who had SEMH issues including those related to testing. Internal teacher assessment suggested that the outcomes of these pupils was higher than the KS2 outcome attributed to the test. Furthermore, the SEND PP children made exceptional progress from starting points in KS1.</p> <p>This data demonstrates that we are currently on track to meet this intended outcome by the end of this strategy plan but we may have to look at internal data comparison within the same cohort for analysis.</p>
<p>Improved writing attainment among disadvantaged pupils</p>	<p>KS2 writing outcomes in 2023/2024 show that more than 75% of disadvantaged pupils met the expected standard and between 10-20% of pupils attain GDS.</p>	<p><u>Y6 outcomes summer 2022</u>  Writing 81% all children  PP: 75%  Gap 2022: 6%  Gap 2021: 10%  Writing progress for disadvantaged 2.00 compared with -0.08 local average</p> <p><u>Y6 outcomes summer 2023</u>  Writing 73% all children  PP 50%  Gap 2023: 23%  Gap 2022: 6%  Gap 2021: 10%</p> <p>The widened gap in writing will be reflected in PP Strategy 2023-2024.</p> <p>Analysis of data:  Positive progress made in 2021-2022 towards intended outcomes.</p> <p>Increase in gap for year 2022-2023 was due to the specific Y6 cohort that year where there were in year admissions, cognition and learning SEND and a number of pupils who had SEMH</p>

		<p>issues. Teacher assessment and moderation suggested that these children still made good progress from their starting points.</p> <p>This data demonstrates that we are currently on track to meet this intended outcome by the end of this strategy plan but we may have to look at internal data comparison within the same cohort for analysis.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2023/2024 show that more than 80% of disadvantaged pupils met the expected standard and between 10-20% of pupils attain GDS.</p>	<p><u>Y6 outcomes summer 2022</u>  Mathematics 77% all children  PP: 50%  Gap 2022: 27%  Gap 2021: 44%  Progress for disadvantaged -1.07 compared with -1.53 local average</p> <p><u>Y6 outcomes summer 2023</u>  Mathematics 73% all children  PP: 50%  Gap 2023: 23%  Gap 2022: 27%  Gap 2021: 44%</p> <p>Analysis of data:  Positive progress made in 2021-2022 towards intended outcomes.</p> <p>Increase in gap for year 2022-2023 was due to the specific Y6 cohort that year where there were in year admissions, cognition and learning SEND and a number of pupils who had SEMH issues including those related to testing. Internal teacher assessment suggested that the outcomes of these pupils was higher than the KS2 outcome attributed to the test.</p> <p>This data demonstrates that we are currently on track to meet this intended</p>

		outcome by the end of this strategy plan but we may have to look at internal data comparison within the same cohort for analysis.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> <p>to enable pupils to be able to attend residential trips</p>	<p>Mental health nurse supporting mental health in planned sessions of targeted children. The impact of this is that those children are provided with targeted emotional support to improve their wellbeing. The mental health nurse tracks the progress during their sessions and all pupils have shown a targeted improvement with emotional wellbeing.</p> <p>Disadvantaged pupils are being given access to music tuition, all sporting clubs and booster sessions. The impact of this is that they are able to join in with enrichment activities along with their peers.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%.</li> </ul> <p>the percentage of all pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</p>	<p>Average attendance for all pupils 2021-2022 94.6% FSM attendance 93.4%; Gap 1.2% PP attendance 93.8% Gap 0.8%</p> <p>2022-2023 average attendance for all pupils 95.81% FSM 92.09%; Gap 3.72% PP attendance 93.63%; Gap 2.18%</p> <p>The increased gap between PP and non-PP attendance in 2022-2023 was down to a small number of pupils with prolonged hospital stays or with specific plans and external agency involvement. Furthermore, there was only a dip of – 0.17% in PP attendance so the increase in gap was due to an improvement of non-PP attendance and not a significant dip in PP attendance.</p>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Reading Plus	Juniper Education
Read, Write Inc	Read, Write Inc
Maths No Problem	Maths No Problem
Accelerated Reader	Renaissance Education
Tales Toolkit	
Pathways to Read	The Literacy Company
Pathways to Write	The Literacy Company