

# Pupil premium strategy statement 2021-2022



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 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> )	2021-2025
Date this statement was published	15.11.21
Date on which it will be reviewed	12.07.22
Statement authorised by	Anya Richardson
Pupil premium lead	Anya Richardson
Governor / Trustee lead	Stephen Duffy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46005
Recovery premium funding allocation this academic year	£5999.70
National Tuition	£4050
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	£56054.70

## 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 through the National Tutoring Programme 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments and observations indicate that the partial school closures over the past two years have resulted in children entering school with wider gaps in prime areas in addition to numeracy and literacy. 2019 70% of all children were on track for GLD. 2020 60% of all children on track and 2021 38% of all children on track on entry to Reception (20% PP on track).
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 partial school closures have resulted in widened gaps in reading (Y4,5,6), writing (in Y2 and Y5) and mathematics (Y1,4,5,6) for our disadvantaged pupils. In 2021 only 33% of our disadvantaged pupils achieved reading, writing and mathematics expected standard in Y6.
5	Assessments (including homework), observations and discussions with pupils and families show that many of our disadvantaged pupils have less parental support at home academically and have less access to a variety of wider experiences.
6	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2.3% and 2.2% lower than for non-disadvantaged pupils. .

## 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
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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 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 2024/25 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 2024/25 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.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <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.	Sustained high attendance from 2024/25 demonstrated by: <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> <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>

## 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: £13675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase CPD from Voice 21 as part of a three year project to improve oral language skills throughout the school from September 21</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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p>Purchase of a Read, Write, Inc 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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>

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

Budgeted cost: £39880

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will implement NELLI oral language intervention for targeted children including the disadvantaged in Reception children from January 21	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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="https://www.educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3
Catch up reading and mathematics sessions for pupils in KS1 and Years 3 and 4 through additional teaching support	Targeted small group tuition can be an effective method to support low attaining pupils or those falling behind. <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
To ensure our Year 5 and Year pupils have maximum support to help catch up with lost learning.	Provision of an extra teacher each morning to provide a greater teacher:pupil ratio and enable children to be taught at an appropriate pace to enable them to know more and remember more	4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education	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: <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups:	4

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.	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
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 to support attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
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 address any cultural deficit and improve wellbeing	5

**Total budgeted cost: £56055**

## 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.

Strategy Aim	Target	Outcomes (Review November 2021)
To ensure all children including disadvantaged attain phonics standard in November 20 and November 21	Proportion of disadvantaged pupils achieving the PSC is broadly in line with the national average	Exceeded disadvantaged outcome across St. Helens in the absence of national comparison. Y2 pupils (November 20) achieved 86.7% Expected standard (compared with 77% LA average). School's average score 35.3 compared to LA average of 33.4. Y2 pupils (November 21) 93% achieved Expected standard with an average score of 36. 100% of disadvantaged pupils achieved standard. <i>Evaluation: strategic aims met in Y1 and Y2</i>
To provide targeted support to enable disadvantaged children to catch up lost learning and close the gap with their peers at KS1	Reading , writing and mathematics outcomes to be broadly in line with national averages (pre Covid)	In reading 2021, 82% achieved EXS+ and 75% dis. – gap narrowed. In writing 2021, 69% achieved EXS+ and 38% dis. In mathematics 2021, 82% achieved EXS+, 75% dis. – gap narrowed.  <i>Evaluation: strategic aims met in reading and maths.</i>
To provide targeted support to enable disadvantaged children to catch up lost learning and close the gap with their peers at KS2	Reading , writing and mathematics outcomes to be broadly in line with national averages (pre Covid)	KS2 outcomes 21 Reading: 75% EXS+ GDS 33% Disadvantaged 50% EXS Writing 77% EXS+ GDS 21% Disadvantaged 67% EXS Mathematics 77% EXS+ GDS 19% Disadvantaged 33% EXS  <i>Evaluation: strategic aims met in writing; partially in reading but not in mathematics.</i>

<p>To ensure that the attendance in school of disadvantaged children is good.</p>	<p>Close the gap between the attendance of non disadvantaged pupils and disadvantaged pupils</p>	<p>In 2020-21, all pupils 97.56% (not including x codes); all pupils 81.51 (with x codes)  Pupil Premium pupils 95.37% (not including x codes) gap of 2.2%  Pupil Premium pupils 78.46 (with x codes) gap of 3.05  Greater Covid absence of PP pupils</p> <p>Absence gap between disadvantaged in 19-20 and non disadvantaged was 2.3%. The gap in 20-21 was 2.2%. Gap narrowed.</p> <p><i>Evaluation: Gap narrowed by 0.1%</i></p>
<p>To provide our children including the disadvantaged with a high quality art and design curriculum</p>	<p>Purchase CulturEd SLA to provide CPD to teachers in sculpture and drawing and additional cultural opportunities for children e.g. dance and drama workshops.</p>	<p>CPD delivered.  <i>Evaluation: Good quality sculpture designed, made and evaluated by children. Dance and drama workshops not completed due to Covid restrictions.</i></p>
<p>To provide a healthy breakfast for disadvantaged families if needed</p>	<p>To offer breakfast to children who have not received it either on entry into class. Provide access to Breakfast Club to specific families.</p>	<p>Breakfast provided daily for specific children.</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*

Programme	Provider
Reading Plus	Juniper Education
Maths No Problem	Maths No Problem
Accelerated Reader	Renaissance Education