

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 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	Rawmarsh Ryecroft Infant School
Number of pupils in school	169 (October 21) 159 (October 22) 132 (October 23)
Proportion (%) of pupil premium eligible pupils	40 – 23.66% (April 21 Budget) 55 – 32.5% (Oct 21 Census) 49 – 28.59% (April 22 Budget) 54 – 33.96% (Oct 22 Census) 60 – 37.26% (April 23 Budget) 39 – 29.77% (Oct 23 Census)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 to 2023/24
Date this statement was published	November 2021 (original) October 2022 (Updates) Oct 2023 (Updates)
Date on which it will be reviewed	July 2024
Statement authorised by	Kate Blythe (Head Teacher)
Pupil premium lead	Holly Anderson (Deputy Head)
Governor / Trustee lead	Julie Tate (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year April 21 Budget X 40 (April 22 Budget x 49) (April 23 Budget x 54)	£56455 £70275 £78570
Recovery premium funding allocation this academic year (£145 x 55 + 2 LAC children in October census) (£145 x 54 + 1 LAC children in October census) (£145 x 54 (0 LAC children in October census))	£8625 £7830 £7830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year 2021-22 Total budget for this academic year 2022-23 Total budget for this academic year 2023-24 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£65080 £78105 £86400

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of circumstance or disadvantage, are equipped to attain highly and make strong progress across all subject areas. The focus of our Pupil Premium Strategy is to allow all disadvantaged pupils to achieve these aims, including accelerated progress for pupils already attaining age related expectations or better.

We will focus on the specific challenges faced by vulnerable pupils, such as those who have a social worker, work with multi agency teams or have a SEND. The activities we have outlined in this statement are also intended to support the needs of our most vulnerable children.

High-quality first teaching is the main driver for our strategy, as our DEP demonstrates, 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. With clarity, in the intended outcomes below, is the intention and belief that non-disadvantaged pupils' attainment will be sustained and developed alongside progress for their disadvantaged peers.

Our strategy is also clearly linked to wider Ryecroft's 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 the familiar and regular challenges faced by younger children and individual needs but embedded in diagnostic assessment and evidence about the impact of disadvantage. The approaches support each other to help pupils excel. To ensure they are effective we will provide disadvantaged pupils with suitably challenging work and act swiftly to intervene as critical need is identified. At Ryecroft, we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes, demonstrate accountability 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, EYFS observations and EYFS baselines on entry demonstrate an issue with oracy and language amongst FS2 children. This includes both pronunciation and understanding of language. Though this is evident in a range of children, the greatest need is reflected in our disadvantaged cohort.

	Oracy and access to SALT for our children outside of school continues to be a challenge thus school have invested in internal access to fortnightly Sp and L through bought in service (23-24)
2	Phonics assessment and teacher observation suggest that children eligible for PP funding find acquiring age-appropriate phonetic skills more challenging than non-PP children. This then reflects on their ability to access text and their reading across the curriculum.
3	End of Key stage outcomes and internal monitoring suggest that maths attainment is lower for disadvantaged children than their peers. (50% of disadvantaged children in comparison to 63% of non-disadvantaged children meeting EYFS goals in summer 21). This is a trend seen in previous years without the change to new EYFS curriculum 21-22 Maths attainment in Number - Non-Disadvantages = 80% v Disadvantaged = 64.7% 22-23 Maths attainment in Number - Non-Disadvantages = 77.77% v Disadvantaged = 60% (5/6 children not attaining on SEND register at Formal or EHCP)
4	Observations and internal assessment data suggest that disadvantaged children with less access to EYFS education or in school provision during school closure, have been impacted more significantly than non-disadvantaged peers. This is also supported by national research. Significant gaps in knowledge and skills are leading to children across school not meeting age related expectations, especially in writing. This continues to be a feature as with our Y2 pupils having missed both FS1 and FS2 provision due to school closure As in previous years access to EYFS in our Y2 children has impacted on both academic and SEMH.
5	Observations and interactions with disadvantaged pupils and families show a noticeable increase in social and emotional issues linked to lack of access to opportunities outside of school and those limited by school closure. School have also seen a correlation in the number of referrals to services and deprivation. All children accessing EHCP referrals, Early Help support, Child Protection and CAMHS referrals from Sept 21 are eligible for Pupil Premium funding. 70% of referrals for EH, CP and CAMHS Nov 21 – Oct 22 40% of referrals for EH, CP and CAMHS Oct 22 – Oct 23 Observation and Assessment tasks show children find recall and long-term memory retention challenging with significant difficulties noted in disadvantaged children.

6	School's attendance data tracking suggests that over the last academic year disadvantaged children's average attendance is 93.4% in comparison to non-disadvantaged children with an attendance of 96% - Gap 2.6% PP Children Av attendance 2021-22 = 92.78% Non PP Children Av Attendance 2021-22 = 93.94% - Gap – 1.16% (Children with covid related absence were now marked as ill and their absence counted in the data – leading to lower outcomes than the previous year when this was not counted) PP Children Av attendance 2022-23 = 92% Non PP Children Av Attendance 2022-23 = 93.1% - Gap – 1.1% School internal monitoring and national research indicate that poor attendance negatively impacts on the academic progress and attainment of disadvantaged pupils.
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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
Improve oracy, pronunciation and understanding of language amongst pupil premium cohort.	Increased outcome in EYFS communication and language score with accelerate progress for disadvantaged children. Observation and assessment across school shows understanding and use of vocabulary and language is improving. Evidence also available through lesson observations and learning evidence in books
Improve phonetic understanding and thus reading capacity among disadvantaged pupils	Phonic outcomes in 2024/25 evidence an increased number of pupil premium children achieving expected phonic outcomes by the end of Y1 Ongoing summative assessment of phonics shows more children reaching expected milestones through FS2 and Y1
Increase the maths attainment for disadvantage pupils by the end of KS1	KS1 Maths outcomes for PP children will show 70%+ of children reach the expected standard by 2025

Increase the writing attainment for disadvantage pupils by the end of KS1	KS1 Writing outcomes for PP children will show 60%+ of children reach the expected standard by 2025
Improve and sustain well being and positive mental health for all and, significantly, our pupil premium children.	Improved and established levels of positive mental health and wellbeing by 2025 and demonstrated through - Data from stakeholder questionnaires and observation in school - Increased take up of afterschool clubs or breakfast club places for disadvantaged children.
Improve attendance and punctuality of pupil premium children and thus increased average attendance for all.	Improved attendance rates by 2025 evidenced through - Average whole school attendance being 95% and above. - The difference in average attendance between disadvantaged children and their peers is reduced to 1% or less.

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: £11,025 (21-22)

£17,238 (22-23)

£19,500 (23-24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school Read, Write, Inc. refresher training to deliver the scheme effectively.	Outcomes achieved by a consistent use of a phonics approach followed with fidelity has a wide evidence base that demonstrates impact on disadvantaged children's word reading. Phonics Toolkit Strand Education Endowment Foundation EEF	2 4

Additional training and purchase of physical and online resources to support continuous CPD for phonics.	Evidence suggests the most successful implementation is found when staff are trained to ensure they have the necessary linguistic knowledge and understanding, and progress is monitored to ensure that programmes are responsive and provide extra support where necessary Phonics Toolkit Strand Education Endowment Foundation EEF	2 4
Purchase texts to embed and enhance the reading for pleasure agenda both in and out of school. Collaboration with the English Hub to ensure quality of provision	Findings from the CPL report on Reading for Pleasure identified lack of access to a variety of text as the main barrier not just to developing reading for pleasure but to children's literacy achievement overall. https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf Effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy Phonics Toolkit Strand Education Endowment Foundation EEF	2 4
CPD, research and implementation time linked to metacognition and the development of long-term memory.	The development of metacognition strategies within classrooms is shown to have a high impact (+7 months) for disadvantaged pupils across all subjects. These strategies will include CPD to support teachers to draw on prior knowledge, leading pupils to learn independently and self-reflect across all year groups. Metacognition and Self Regulation Toolkit Strand Education Endowment Foundation EEF	2,3,4 5
Improve the quality of social and emotional learning and quality communication between adults and children. Embed effective approaches to social and emotional com-	Learning has the greatest impact when combined with a whole school approach and individualise support. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-	5

communications and interactions across all school, supported by effective CPD	toolkit/social-and-emotional-learning#nav-applications-and-approaches	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £51,229

Budgeted cost: £56,325

Budgeted cost: £59,238

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and one to one phonics support for children vulnerable to not passing phonics screen at the end of year one or the year two resit.	Targeted phonics interventions for disadvantaged children delivered regularly over 12 weeks are shown to impact positively on children's phonetic development and thus reading outcomes. Phonics Toolkit Strand Education Endowment Foundation EEF	2
Invest in continued access and staffing to support the NELI programme within FS2	There is strong evidence both from within school and through the programme's national outcomes that oral language interventions impact on language development and thus reading and writing. Evidence from stakeholders suggest that NELI has a positive impact on children's language skills, comments on the observed improvements in the vocabulary of children, as well as in their narrative and story-telling skills, their attention and engagement levels, and in their confidence when communicating. https://www.rand.org/randeurope/research/projects/neli-evaluation-nuffield-early-language-intervention.html	1
Targeted maths and English small group quality first teaching for Y1 children to address gaps in learning and promote key skills	Evidence of smaller class sizes benefiting younger children, allowing higher quality interactions with pupils or minimising disruption. It also improves the quality and quantity of feedback the pupils receive. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	3 4

Ready to Learn / Nurture groups to provide focused development on quality first teaching methods for identified Year 2 children	Research suggests the effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. And is particularly effectively targeted at pupils from disadvantaged backgrounds. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3 4

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

Budgeted cost: £ 2,826

Budgeted cost: £4542 (22-23)

Budgeted cost: £7662 (23-24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on the use of language and communication to develop the most effective dialogue between all groups, contributing to our shared vision and positive social and emotional mental health	Restorative practice enables good relationships across school. It allows pupils, especially those facing challenges, to think through their problems, de-escalate anything that has happened and prevent it from happening again. Building restorative practice across the school develops a positive ethos and supports children's personal, social, and emotional wellbeing, which in turn has a positive effect on their academic achievements and choices later within education and adulthood. www.Independentthinking.co.uk	5
Expand and review school's attendance practises in line with DfE guidance Improving School Attendance	Dfe guidance produced is of a direct result for work with school that have seen a significant impact in their attendance and punctuality, 2022 - School have re – written attendance policy in line with 'Working together to Improve Attendance'	6

CPD and staffing time to implement new procedures and structures	2023 – Attendance Policy has been reviewed to ensure best practise is in place	
Funded breakfast and after school club places for disadvantaged children to encourage attendance and participation in extracurricular school experience.	In school data demonstrates that disadvantage children with poor attendance and punctuality or SEMH issues within the family benefit from access to breakfast and after school clubs that provide consistence and positive experience at the beginning and end of the day.	5 6

Total budgeted cost: £ 65080 (21-22)

Total budgeted cost: £78,105 (22-23)

Total budgeted cost: £86400 (23-24)

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 and 2021 to 22 / 2022 to 23

Internal Monitoring of Disadvantaged Pupil Attainment 2020-21 and 21-22 (Using NCER data for national comparison)

EYFS - Measure	Score					
	School 20-21	National 20-21	School 21-22	National 21-22	School 22-23 (10/42 Children)	National 22-23
Literacy	37.5% ELG	43.8% ELG	64.7% ELG	52.1% ELG	60% ELG	62.6% ELG
Maths	50% ELG	52.5% ELG	58.8% ELG	61.6% ELG	60% ELG	65.9% ELG
GLD	37.5% ELG	40.6% ELG	58.8% ELG	49.5% ELG	60% ELG	52.1% ELG

KS1 - Measure	Score					
	School 20-21	National 20-21	School 21-22	National 21-22	School 22-23 (22/60 children)	National 22-23
Reading	75% EXS	49.3% EXS	61.9% EXS	51.6% EXS	59.1% EXS	54% EXS
Writing	55% EXS	39.4% EXS	61.9% EXS	41.2% EXS	59.1% EXS	44.5% EXS
Maths	70% EXS	49.2% EXS	66.7% EXS	52% EXS	72.7% EXS	55.8 EXS
Attendance (Whole school)	20-21 = 95.2% 21-22 = 93.1% (No Covid codes) (Decrease – 2.1%) 22-23 = 93.1% (Remains the same)					
Attendance (PP)	20-21 = 93.43% 21-22 = 92.78% (No Covid codes) (Decrease – 0.65%) 22-23 = 92% (Decrease – 0.7%)					

The internal monitoring of TA data in comparison to the national and local picture demonstrates that our 'Ready to Learn' provision continues to support the attainment of Pupil premium children to exceed the national picture this group of children and close the gap between disadvantaged and non-disadvantage children by the end of KS1. This group was run for vulnerable children throughout the Jan-March school closure period, highlighting its value not just in raising attainment but also in support of the social and emotional needs of this group of children.

This continues to be a highly successful intervention with children assessing this groups making accelerated progress compared to their peers not accessing.

Proven intervention allows children within these groups to make accelerated progress and above target attainment

Reduced access in FS1 to high quality early years provision from March to July has impacted on their baselines and thus the attainment by the end of EYFS. Although no more than 7% greater than the national picture, speech and language continues to be a prevailing factor on children's development and is a significant aspect of low attainment on entry. Our new Pupil Premium statement will reflect our commitment to building this profile with a package of support.

Sp and L continues to be an ongoing concern on entry to FS2

Children do not access external SALT provision. School will used a bought in SALT service to support children within school in 23-24

Year one children's TA Phonics screen data shows 76.5% of disadvantaged children would have passed the phonics screen in comparison to the national TA of 52.1% as

provided by NCER. 95% of year two disadvantaged children sitting the December phonics screen passed. This is a rise of over 10% from the 2019 cumulative score. School continues to work with external agencies and Early Help to support positive attendance outcomes. Due to the impact of Covid-19 restrictions this is difficult to quantify, but end of year percentages of 95.7% are in line with 2019 end of year attendance rates of 95%.

70% of disadvantaged children passed the phonics screen in Y1 (Summer 22) (National – 45.7%) - NCER DATA

73% of disadvantaged children passed the phonics screen in Y1 (Summer 23) (National – 46.5%) – NCER DATA

Externally provided programmes – N/A

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

Service pupil premium funding - N/A

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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:

- Increasing children's physical activity to promote healthy lifestyles and an understanding of how this impacts on mental health.
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity>
- Develop our curriculum offer to build aspiration and cultural capital for our disadvantaged children, including the opportunity to try out new activities and experiences.
- Offering a range of child centred extracurricular activities to boost wellbeing, behaviour and attendance. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

During the planning stage of our new pupil premium strategy, we evaluated the level of impact and success that was achieved through the pupil premium funded activities. We used evidence from a range of documents and sources within school, including data, formative and summative assessments, book scrutiny, conversations with stakeholders to identify the challenges faced by disadvantaged pupils. We also used the EEF's database to compare our school to others and worked with partner school to share best practise.

We looked at a range of research about effective use of pupil premium and the impact that social economic disadvantage has on children's long term life chances. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us understand our children's needs and what may work most successful for our cohort.

We have a clear framework for evaluation in place for the upcoming three-year approach and will adjust our plan over time to ensure the better possible outcomes for our children at Ryecroft.