

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Ben Rhydding Primary School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	9.9.22
Date on which it will be reviewed	September 2023
Statement authorised by	GB Resource Committee
Pupil premium lead	G Hartford
Governor / Trustee lead	tbc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,850
Recovery premium funding allocation this academic year	tbc
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£23,850

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, regardless of their background or the challenges they face, make sound progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential, including progress for those who are already high attainers.

In making decisions about using the Pupil Premium Funding, we consider the context in which our disadvantaged children live alongside the research conducted by the EEF. Common barriers to learning for disadvantaged children in this area can be that they have less support at home, weakened language and communication skills, a lack of confidence in their abilities and in some cases, a complex home life which can prevent them from flourishing in school.

High-quality teaching is at the heart of our approach, and we will ensure that all teaching staff know the children well, are involved in the analysis of data and therefore will provide appropriate interventions to focus on specific areas, which are responsive to each child's individual need, rather than assumptions made about the impact of disadvantage. 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.

Principles

- We ensure that teaching and learning opportunities meet the needs of all our pupils.
- We ensure that appropriate provision is provided for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed, addressed and met.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups and/or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantaged pupils generally have significantly more underdeveloped oral language skills and vocabulary knowledge than their non-disadvantaged peers, which has led to gaps in their reading development.
2	Disadvantaged pupils – particularly in the Early Years – generally have greater difficulties with phonics than their peers, which negatively impacts their development as readers.
3	Disadvantaged pupils generally have greater difficulties with reading and oracy than their peers, which negatively impacts their development in English – particularly when writing.
4	Disadvantaged pupils generally have greater difficulties with maths than their peers, which negatively impacts their development in mathematical concepts and understanding.
5	Socio-economic factors restrict some children from taking part in certain school activities/residential without financial support.

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 reading attainment amongst disadvantaged pupils.	Achieve above National average progress scores in KS2 Reading. Achieve National Average or above at expected standard in Phonics Screening.
The attainment and achievement gap is closed between our PP children and our non-PP children.	PP pupils perform as well as the none PP pupils in relation to their progress and national attainment scores. However, the number of PP children in each class is low and so the outcomes for the school are difficult to judge when compared to national data.
The interventions chosen for the PP children impact positively on their individual progress and attainment scores	Targeted support will be provided to PP pupils via the classroom teacher and TA to ensure all PP continue to make their targeted progress+.
Ensuring that teaching and learning opportunities meet the needs of all pupils	Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is of a 'good' standard or better.

To support children taking part in opportunities they may not otherwise be able to undertake	Supporting payment for activities, educational visits and residential.
To support our children's health and wellbeing to enable them to access learning at an appropriate level	All pupils' health, well-being and resilience remain strong throughout the school. Pupils' attendance, punctuality, progress and achievement scores, behaviour and PASS scores to support and confirm this.

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: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring our pupils have access to quality first teaching and ongoing training for the school's TAs to help them deliver targeted interventions.	Staff who feel skilled and confident leading an intervention will see better progress from the children. Staff becoming more confident with monitoring and evaluating the interventions which take place, enabling them to evaluate which strategies lead to good progress and how this is measured.	1,2,3,4
Target PP to make their progress+ and ARE in all core subjects. This includes targeting higher attaining PP children to achieve greater depth.	Focussed delegation of adult support within quality first teaching sessions to ensure learning support is precise and effective for all pupils.	1,2,3,4
Ensure that disadvantaged pupil participation rates in and out of class activities are at least proportionally equivalent to those of other pupils	Make sure all pupils but especially disadvantaged pupils are aware of opportunities available to them and where possible offer some assistance to ensure that so that they do not miss out as a result of financial hardship. Disadvantaged pupils remain less likely to put themselves forward for positions of responsibility e.g. prefects so we are actively encouraging them to apply thus raising aspirations	5

Analysis of internal progress data	When class teachers are aware which pupil premium children in their classes did not make good progress last academic year, they can identify these children as 'target' children and provide additional support. Targeted 1:1 and small group interventions support progress – EEF 1:1 and small group progress reports	1,2,3,4
Teachers/TAs to deliver interventions to PP pupils identified as in need	EEF reports show a positive impact through: <ul style="list-style-type: none"> • High quality small group interventions. • Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. • Social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress and attainment. 	1,2,3,4,5

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH issues targeted with focused support for Pupils eligible for PP via the school's two Children's Mental Health Champions.	Research from PAC-UK suggests that supporting children's emotional literacy and executive functioning skills helps to address mental health issues. Some of the Pupils eligible for PP need nurture and behaviour support	1,2,3,4,5

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

Budgeted cost: £1,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising the cost of extra- curricular opportunities and visits leading to improved social interaction opportunities	Enable all PP children to have same access to opportunities as other children in school.	5
Ensure all parents are aware of how to access pupil premium funding.	All DfE information and support is available to all parents regarding PP and how to qualify and access this funding.	5

Total budgeted cost: £23,850

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 2021 to 2022 academic year.

Disadvantaged children meeting ARE at the End of KS1 2021-22 (2 PP pupils only)

Reading: 100% (2/2 PP children achieved ARE)

Writing: 1000% (2/2 PP children achieved ARE)

Maths: 100% (2/2 PP children achieved ARE)

Disadvantaged children meeting ARE at the End of KS2 2021-22 (1 PP pupil only)

Reading: 100%, 1/1 child achieved ARE

Writing: 0%, 0/1 children achieved ARE

Maths: 100% 1/1 children achieved ARE

0% of PP children taking the phonics screening check passed (0/1 PP pupils in the class).

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