

Rangeworthy CE Primary School

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	Rangeworthy CE VC Primary School
Number of pupils in school	68
Proportion (%) of pupil premium eligible pupils	17% (12/70 October 2022 census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Sue Warnock (Headteacher)
Pupil premium lead	Sue Warnock (Headteacher)
Governor / Trustee lead	Jennifer Eastment (Pupil Premium Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,390
Recovery premium funding allocation this academic year	£1,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£20,390

Part A: Pupil premium strategy plan

Statement of intent

At Rangeworthy CE Primary School, our vision is '*let your light shine*' as we believe that every child is a unique individual who has skills and talents that must be encourage and nurtured so they can reach their full potential in life.

Our ultimate objective for our disadvantaged pupils is to ensure that our disadvantaged pupils are given the academic and emotional support and encouragement that will enable them to feel confident about their ability to achieve in school in line with their peers and with national expectations for non-disadvantaged pupils.

Our current pupil premium strategy plan work towards achieving those objectives by promoting high aspirations through enabling children to access and recognise what is possible for them, through academic support which is tailored to their need, despite most classes being mixed age, and through effective social and emotional learning within our whole school ethos, which promotes responsibility, respect and collaboration through well-trained, experienced staff who know each pupil and their learning well.

The key principles of our strategy plan include the use of high-quality teaching being the bedrock for all other learning, with nationally recognised expectations for all, with intervention used to target specific areas of learning following robust assessment, not to replace high-quality teaching. This can only be achieved when the child is in attendance and therefore we have high expectations of attendance and work with families to promote this and challenge poor attendance where this can be affected.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance for 2021-2022</p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 7.8% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Language and Vocabulary</p> <p>Internal 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. Observations show that the pandemic has had a detrimental effect on language, particularly with reception and year 1 children who missed out on early social experiences.</p>
3	<p>Phonics and reading</p> <p>Assessments suggest disadvantaged pupils have greater difficulties with phonics and reading than their peers, with increasing gaps in the phonic awareness leading to poor reading development.</p>
4	<p>Writing and Maths</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the Covid pandemic to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
5	<p>Multiple Vulnerabilities</p> <p>Anxiety and lack of confidence to tackle new challenges, or specific barriers to learning for pupils with SEND, which can lead to poor attendance or attention. For disadvantaged pupils with SEND, this is an especially difficult challenge.</p>
6	<p>Social and Emotional, Wellbeing</p> <p>Whilst often already low amongst our disadvantaged children, we have noticed that the Covid pandemic has caused further social and emotional issues for many pupils. These findings are supported by national studies</p>
7	<p>Enrichment Opportunities</p> <p>Some children eligible for PP do not experience a range of enrichment experiences due to financial constraints for the family.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan 2024/2025**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve school attendance for pupils eligible for pupil premium. Log of correspondence with parent and pupil comments.	Compared to previous academic years – attendance will improve significantly or will be above 95%
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, learning walks, book scrutiny and on-going formative assessment.
Improved reading, writing and maths attainment among disadvantaged pupils.	All disadvantaged children make expected progress from previous summer and from previous Key Stage outcomes. Pupils will have regular opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Information from pupil interviews, pupil and parent surveys, and teacher observations shows sustained high levels of emotional wellbeing, particularly amongst disadvantaged pupils.
Even greater engagement and enrichment that stems from increased opportunities for cultural and curriculum visits / experiences and extra-curricular clubs.	Pupil, parent and teacher feedback indicates enriched learning experiences. Teacher observation confirms positive attitude.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2022-2023)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2, 3, 4, 5
Development of language opportunities through continuous provision in EYFS / Year 1.	EEF toolkit suggest that oral language interventions and initiatives have a moderate impact for very low cost. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Purchase of Guided reading books for KS1 and KS2	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2,3
Development of reading comprehension and spelling strategies across all classes. (Herts for Learning Programme)	EEF toolkit suggest that oral language interventions and initiatives have a moderate impact for very low cost. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2,3
Enhancement of our maths teaching and curriculum planning Mastering Number training (YR-Y2).	The EEF Toolkit suggests that a 'mastery approach' to learning in mathematics can improve outcomes for children taught in this way. This is a new approach being spearheaded by the NCETM and the local Boolean Maths Hub Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	4,5

Using Meta-cognition and self-regulation strategies. CPD for teaching staff.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2,3,4,5,6
Additional SENCO hours	To enable SENCo to spend further time with disadvantaged pupils who have SEND and target them for specific support from external agencies. Working alongside teachers and TAs to plan and monitor interventions.	5
To pay for teacher release and CPD.	To enable high-quality teaching. Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)	2,3,4

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching tools: e.g. Keep up/catch up phonics groups 123 maths Ed Shed Colourful Semantics Talk boost / Time to Talk	EEF Toolkit identifies small group tuition as having a moderate impact for low cost. It also identifies teaching assistant interventions as having a moderate impact for moderate cost. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2, 3, 5
Additional Teaching Assistant hours to support individuals and groups in targeted areas of core subjects both in and out of core lessons	EEF Toolkit identifies 1-to-1 tuition as having high impact for moderate cost. It also identifies teaching assistant interventions as having a moderate impact for moderate cost. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2, 3, 5, 6
School-led tutoring - A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. We are using Recovery funding to pay for the 40% school contribution to this initiative.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,4

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. There is a direct link between school attendance and academic outcomes. If we can increase the attendance then there is a much greater chance of success for disadvantaged children.	2,3,4,6
Improve the quality of social and emotional (SEL) learning. Sand Tray therapy ELSA sessions	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	6
Outdoor Learning CPD for staff, release time and purchase of resources.	Pupil conferencing demonstrates that Forest School has a positive impact on children's mental wellbeing.	6
Contribution towards educational visits, residential visits, before and after-school clubs.	Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum	7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £20,000

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.

Interim Review November 2022

Intended Outcome	Success Criteria																												
Improve school attendance for pupils eligible for pupil premium. Log of correspondence with parent and pupil comments.	Compared to previous academic years – attendance will improve significantly or will be above 95%																												
Review Nov 2022 Attendance of all groups during the academic year 2021-2022 continued to be impacted significantly by the Covid pandemic, with whole school attendance at 92.4%. Whilst the school remained open throughout the year, pupil and staff attendance was negatively affected by illness and disruption caused by staff absence. Period: 05/09/2021 AM to 20/07/2022 PM <table><tr><th>Whole School</th><th colspan="6">Percentages</th></tr><tr><th></th><th>Pupils in group</th><th>Attendances</th><th>Authorised Absences</th><th>Unauthorised Absences</th><th>Late Before</th><th>Late After</th></tr><tr><td>Pupil Premium</td><td>17</td><td>85.96</td><td>11.49</td><td>2.55</td><td>0.28</td><td>0.09</td></tr><tr><td>Not Pupil Premium</td><td>56</td><td>93.77</td><td>5.31</td><td>0.92</td><td>0.38</td><td>0.03</td></tr></table> The data shows absence among disadvantaged pupils was 7.8% higher than for their peers. These gaps are similar to previous years, and as a gap still exists, attendance remains a focus of our current plan. It is important to note however, that the PP attendance figure also includes the attendance of children who are ‘Travellers’. These pupils had a period of absence from school and thus, the data has been impacted by this. The school has now subscribed to the Educational Welfare Service to support with attendance issues. An updated Attendance Policy has been circulated to all parents and is a regular item on school newsletters to raise the profile of attendance.		Whole School	Percentages							Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	Pupil Premium	17	85.96	11.49	2.55	0.28	0.09	Not Pupil Premium	56	93.77	5.31	0.92	0.38	0.03
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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, learning walks, book scrutiny and on-going formative assessment.																												
Review Nov 2022 Teachers are identifying opportunities for language through continuous provision and the wider curriculum. This is written in schemes and displayed in the learning environment. CPD for EYFS teacher in this area is having a positive impact – children are explicitly taught language which they then use in their play and learning activities. Pre-teaching language for some children in KS2 is enabling them to participate more confidently in class discussions and access learning.																													

Improved reading, writing and maths attainment among disadvantaged pupils.	All disadvantaged children make expected progress from previous summer and from previous Key Stage outcomes. Pupils will have regular opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and maths.
<p>Review Nov 22</p> <p>We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.</p> <p>Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.</p> <p>To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). The very small sample group of 15 pupils must also be taken into account when analysing percentages.</p> <p>Our assessments and observations indicated that pupil attainment has been significantly impacted during the past two years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils, 73% of whom have SEND.</p> <p>Reading Attainment: (15 PP pupils)</p> <ul style="list-style-type: none"> • 7% of PP pupils at expected standard • 13% of PP pupils above the expected standard • 80% of PP pupils below the expected standard <p>Reading opportunities with volunteer readers were prevented or inconsistent due to Covid outbreaks and restrictions. Attendance was affected considerably for both pupils and staff which had a negative impact on teaching and learning. This term, a new reading timetable and increased volunteer help has increased opportunities for children to read. All children have a reading book which is matched to their phonic ability.</p> <p>Opportunities to accelerate reading and phonics have been implemented, particularly in Year 1 & 2 pupils. However, the new scheme, 'Little Wandle' is already showing a positive impact.</p> <p>Maths Attainment: (15 PP pupils)</p> <ul style="list-style-type: none"> • 20% of PP pupils at the expected standard • 80% of PP pupils below the expected standard <p>The Mastering Number initiative, used in reception and KS1 has been successful. It was challenging to implement in mixed age classes but it has been positive to observe children establishing firm foundations and fluency in number.</p> <p>Catch up Interventions provided children with opportunities to work in small groups and to boost confidence and understanding in maths. This was particularly beneficial for PP children who were working towards their end of KS2 assessments.</p>	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Information from pupil interviews, pupil and parent surveys, and teacher observations shows sustained high levels of emotional wellbeing, particularly amongst disadvantaged pupils.
Review Nov 22	

<p>Wellbeing continues to be a priority area for all children. Pupils are supported socially and emotionally through a range of interventions. Sept 22 – ELSA training to support children with SEMH needs.</p>	
<p>Even greater engagement and enrichment that stems from increased opportunities for cultural and curriculum visits / experiences and extra-curricular clubs.</p>	<p>Pupil, parent and teacher feedback indicates enriched learning experiences. Teacher observation confirms positive attitude.</p>
<p>Review Nov 22 Unfortunately, due to the difficult circumstances with Covid, few school visits were unable to take place. Our visit to Mojo Active in the summer term was a very positive experience for all children and Pupil Premium funding enabled this to be a more affordable visit. The day at Mojo Active encourages resilience, teamwork and promotes a sense of wellbeing. All children in year 5/6 also attended a residential in the summer term and this was subsidised by the use of Pupil Premium Funding. In the summer term, pupils in KS2 were able to participate in a school production for parents. All children (who wanted to) had a speaking role.</p>	

Externally provided programmes

Programme	Provider
White Rose Maths	White Rose Maths Hub
Spelling Shed	Ed Shed
Maths Shed	Ed Shed
Nessy	Nessy Learning
Power of 2	123 maths
TT Rockstars	Maths Circle Ltd

Service pupil premium funding (optional)

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)