

# Rangeworthy CE Primary School

## 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	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 ( <b>3 year plans are recommended</b> )	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
<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	£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><b>Attendance for 2022-2023</b></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><b>Language and Vocabulary</b></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><b>Phonics and reading</b></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><b>Writing and Maths</b></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><b>Multiple Vulnerabilities</b></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><b>Social and Emotional, Wellbeing</b></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><b>Enrichment Opportunities</b></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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	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. <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. <b>Continue to purchase further books in the scheme for KS1 and KS2.</b>	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>	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. <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	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 <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	4,5

Using Meta-cognition and self-regulation strategies. CPD for teaching staff.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	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. <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612212/supporting-the-attainment-of-disadvantaged-pupils.pdf">Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</a>	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	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 <a href="#">Improving School Attendance</a> 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.  ELSA sessions SEMH interventions	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):  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	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.

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### Externally provided programmes (Interventions)

Programme	Provider
White Rose Maths	White Rose Maths Hub
Spelling Shed	Ed Shed
Maths Shed	Ed Shed
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)

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