



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	Rangeworthy CofE Primary
Number of pupils in school	10
Proportion (%) of pupil premium eligible pupils	5.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-3026
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	S Travis
Pupil premium lead	S Travis
Governor / Trustee lead	H Fussell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,460
Recovery premium funding allocation this academic year	£1,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£18,910

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
---	--

Part A: Pupil premium strategy plan

Statement of intent

At Rangeworthy we aim:

- For all disadvantaged pupils at Rangeworthy to have the support they need to thrive both academically and socially.
- For all disadvantaged pupils to make or exceed nationally expected rates of progress.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils across the curriculum.
- To promote the importance of reading through providing additional support, guidance and resources for disadvantaged pupils and their families.
- To provide additional enrichment opportunities for disadvantaged pupils so that they have the same opportunities as their peers to engage with extra-curricular and enriched cultural opportunities.
- To support children's physical and mental health and well-being, enabling them to access learning at the appropriate level.
- To work in partnership with parents with the best interests of the child as the main focus.

We aim to do this through:

- Ensuring high quality teaching and learning opportunities are consistently occurring throughout the school and that these are addressing and meeting the needs of our disadvantaged pupils.
- Recognising that all pupils in receipt of the Pupil Premium Grant are individuals who have different needs and abilities.
- Gathering the thoughts of pupils, parents and staff to effectively establish the needs of disadvantaged pupils in order to establish the area of focus.
- Pupil Premium funding will be allocated following an analysis of need which will identify priority classes, groups or individual pupils. Limited funding and resources may mean that not all children who are in receipt of Pupil Premium funding will be receiving interventions and support at all times.
- Providing children with resources which support them in accessing learning at home, as well as in school.
- Providing intervention and support for SEMH needs as well as academic gaps.
- Providing children with reading resources and liaising with parents to provide strategies which support reading at home.
- Ensuring parents and children are able to access and have control over individual, bespoke funding which subsidises school trips and extra-curricular activities as well as the purchase of school uniform.

- Ensuring there are rigorous monitoring systems in place to track the progress of all disadvantaged pupils, reflecting on the effectiveness of the provision in place, measuring the impact made.
- Providing additional support for families through access to support outside of school
- Identifying specific individual needs of our disadvantaged pupils and implementing specific, high-quality interventions which aim to close gaps and meet the needs of the pupils, particularly in Reading, Writing and Maths.
- Ensuring teachers and TAs have time and training to properly reflect on the needs of individual pupils, discussing the provision which will be implemented and reflecting on the impact which is made.

Challenges

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

Challenge number	Detail of challenge
1	<i>Dip in % of pupils making good or better progress (after the pandemic, based on year on year data)</i>
2	<i>Complex needs of pupils - Disadvantaged children who are also SEND and on the safeguarding register</i>
3	<i>Emotional wellbeing impacting on a child's readiness to learn</i>
4	<i>Sparse numbers across the school of pupils receiving PPG leaving difficulty in grouping children to meet their needs</i>
5	<i>Social and emotional skills are limited for some pupils</i>
6	<i>Limited parental engagement/knowledge to support pupils</i>

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
Children to make good or better progress in Reading, Writing and Maths.	End of Year data will show that all vulnerable children are making good or better progress in Reading, Writing and Maths.
High quality teaching and learning taking place in classrooms to ensure the children's needs are met and good or better progress is made.	Learning walks, lesson observations and monitoring tasks will evidence high quality teaching and learning. Data outcomes of interventions will show that progress is

	<p>being made by pupils. End of Year data will evidence good progress being made.</p> <p>CPD and training provided for all staff will be evidently used in class, which will be seen during learning walks, monitoring and lesson observations.</p>
Children to feel emotionally secure and supported so they are ready to access learning at school	<p>All disadvantaged children will be attending school on a daily basis without challenge. Children will be accessing the learning at school and making good progress. Children will be happy and engaging with learning and activities at school.</p>
Pupils and parents are involved and aware of ways in which children are being supported to make progress.	<p>Teachers will have discussed needs of disadvantaged pupils with parents and identified strategies to support children in closing gaps and making good progress. Parents will be aware of strategies they can use at home to support their children's learning. Parents will be aware of the Pupil Premium Pot which is allocated for the child and use it to help their child access extra-curricular clubs, school visits, purchase uniform, etc.</p>
Pupils to have access to a wide range of enrichment opportunities.	<p>Disadvantaged pupils will have the same opportunities as their peers to access extra-curricular clubs, trips, residential and enrichment activities. Gaps in this area may be identified and addressed for specific children. An audit of children's interests will be taken and used when considering additional activities or events which may be provided.</p>

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: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training (via staff meetings and TA meetings) (£500 approx for external training)	CPD for staff, raising the profile of Pupil Premium Pupils. Supporting class teachers and TAs with identifying and meeting specific needs of pupils. Sharing the new strategy and updating bespoke tracking of disadvantaged pupils. Ensuring new staff are aware of procedures for Rangeworthy. This will enable us to track and monitor progress more rigorously for our children. Recognised by the EEF as an effective strategy to increase progress and attainment.	1, 2, 3, 4, 5, 6,
Increased adult:pupil ratio via support staff (£2,000)	TA to support in classes during the mornings to focus on targeted learning and intervention for identified disadvantaged pupils. Area of focus will change each term depending on data outcomes and progress. Recognised by the EEF as an effective strategy to increase progress and attainment.	1, 2, 3, 4, 5
Collaboration time for class teachers and TAs (Cost covered by Pupil Premium Lead release time – see below)	Pupil premium lead will cover the class, providing release time for class teachers and TAs to ensure clarity of targeted support and interventions with a focus on specific gaps to close. Time will also be provided to review the impact of support, using a monitoring and assessment cycle to move forwards with next steps for pupils. Teachers will be accountable for reporting strategies and outcomes to the Pupil Premium Lead. Recognised by the EEF as an effective strategy to increase progress and attainment.	1, 2, 3, 4, 5, 6

Emotional Literacy Support Assistant (£1000 Training and resources)	Support staff to receive ELSA training in order to meet the social and emotional needs of our disadvantaged pupils. Support staff will have the CPD training to be able to carry out interventions and implement strategies which will be able to support the needs of our pupils. ELSA will help to improve children's mental wellbeing which will in turn help them to engage positively with their learning in school. Recognised by the EEF as an effective strategy to increase progress and attainment.	2, 3, 5,
Pupil Premium Lead release time and targeted intervention support (£1000 Cover for Senior Teacher to lead school)	The Pupil Premium Lead will receive a 2 hour release time each week to provide high quality and bespoke interventions for pupils targeting specific areas for development. The Pupil Premium Lead will also provide support to staff members in developing strategies to support our disadvantaged pupils, liaise with parents to identify areas of need and ways they can support their children at home. Up to date research and collaboration across the Trust will also ensure up to date and effective strategies are used and monitored. Recognised by the EEF as an effective strategy to increase progress and attainment (enabling collaboration, 1:1/small group tuition, parental engagement)	1, 2, 3, 4, 5, 6

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

Budgeted cost: £ 8200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Rapid Catch and Keep Up Interventions £2000 Resourcing	Proven intervention with data that supports the increase of reading efficiency. Identified pupils will receive tailored sessions to help improve their reading efficiency.	1, 2, 4, 6
Tutoring of Pupils by Trained Teaching	1:1 maths tuition sessions to help ensure good or better progress for disadvantaged pupils. Teachers to	1, 2, 4

Assistant (9 hours per week) £3000 proportion of salary	complete assessments and advise tutors of gaps to close. Recognised by the EEF as an effective strategy to increase progress and attainment.	
TT Rock Stars (£200 to include further resourcing as well as licence)	TTRS boosts maths confidence and increases fluency and recall in multiplication and division, delivering better maths outcomes. TTRS adapts to each child's unique learning needs and allows school to track their individual progress.	1, 2, 6
Phonics Champion (£3000 proportion of salary)	Role will aid in facilitating children to embed solid phonics knowledge has been shown to lead to an additional four months' progress for these pupils. This strategy is particularly beneficial for four to six-year-olds.	1, 2, 4, 6

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

Budgeted cost: £ 5400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum Enhancement and Cultural Capital £1400	Providing cultural and arts opportunities to support the wider learning of pupil premium students. Having a key role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum. Research report June 2021 Against the odds - Achieving greater progress for secondary students facing socio-economic disadvantage	2, 6, 5, 6
Breakfast Club £2,000 (5 days per week)	Providing a morning Breakfast Club (5 days a week) provides our disadvantaged pupils with a nurture opportunity and a 'soft' entry to school. Taking time to develop social skills with other children, having a healthy breakfast and the chance to prepare for the day, works to build up confidence and resilience. Previous experience of this in school had an overwhelmingly positive feedback from pupils, parents and staff. Children were more settled and ready for learning.	2, 3, 5, 6

	Recognised by the EEF as an effective strategy to increase progress and attainment.	
Residential Subsidy £1000	Providing disadvantaged families with financial support in order for pupils to engage with enrichment, team-building and collaborative opportunities such as Year 6 camp has been proven as a successful strategy. It has allowed the children to access activities along with their peers that might not have been able to happen without financial support. Feedback from pupils, parents and staff about the year 6 camp has shown to be beneficial for supporting children's SEMH needs and has helped to prepare them for the transition to secondary schools.	3, 5, 6
Enrichment Pots £1,000 (10x£100)	Providing pupils and parents with a bespoke enrichment pot, allows them to have some ownership over how the funding for their child is spent. They can decide how to spend the money to support their child's individual needs. This may be to attend alternative clubs, to support with the cost for school trips or to purchase school uniform. Feedback from parents has been positive and they have appreciated the financial assistance so that our disadvantaged pupils are able to have the same opportunities as their peers.	3, 5, 6

Total budgeted cost: £ 18,100

Part B: Review of outcomes in the previous academic year

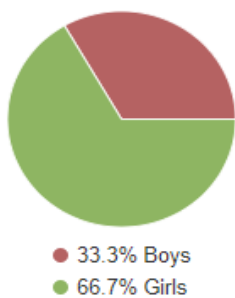
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

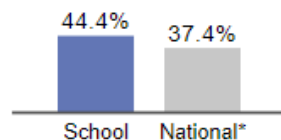
Demographics of Rangeworthy Church of England Primary School

2022-2023: 9 x Pupil Premium Children

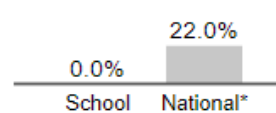
Gender



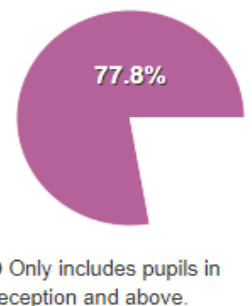
Minority Ethnic Background



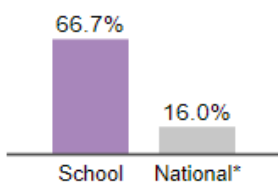
EAL



Joined in Reception or lower

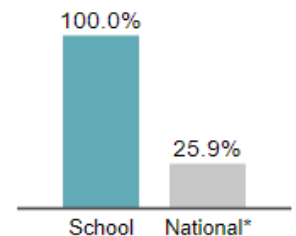


Pupils with SEND

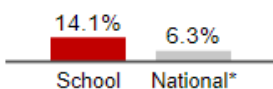


	# Pupils	% Pupils	National*
SEN Support	6	66.7%	13.5%
EHC Plan	0	0.0%	2.5%

Ever 6 FSM



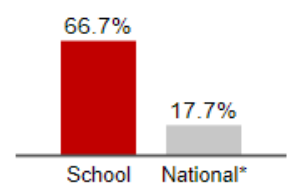
Absence Rates



	School	National*
Overall absence rate	14.1%	6.3%
- Authorised absence rate	10.1%	4.8%
- Unauthorised absence rate	4.0%	1.5%

School absence figures only include pupils in Y1 to Y6. This is to be inline with national reporting.

Persistent Absence



Percentage of Y1 to Y6 pupils who miss 10% or more sessions

Year Groups



	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Year 1	2	1	1	0	0	2	0	0	9.6%
Year 2	1	0	1	0	0	1	1	0	26.6%
Year 3	3	1	2	0	0	3	3	0	15.2%
Year 4	2	0	2	0	0	2	1	0	12.9%
Year 5	1	1	0	0	0	1	1	0	9.9%

* National figures are for all pupils and do not reflect the applied filter.

Ethnicities

	# Pupils	% Pupils
White - British	5	55.6%
Traveller of Irish Heritage	4	44.4%

SEND Specific Needs

	# Pupils	% Pupils
Specific Learning Difficulty	5	55.6%
Speech, Language and Communication Needs	3	33.3%
Social, Emotional and Mental Health	1	11.1%

9 X Pupils Attainment Overview Summer 2023

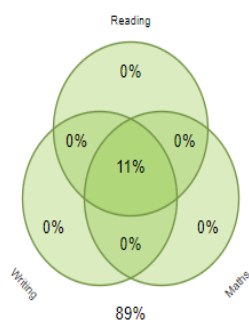
Legend Well below Just below Expected Above No data



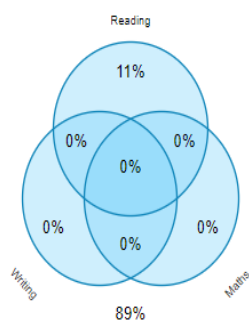
Combined attainment

(No Class)

At/above expected



Above expected



Intended Outcome
Improve school attendance for pupils eligible for pupil premium.

Success Criteria

Compared to previous academic years – attendance will improve significantly or will be above 95%

Review by Previous Headteacher 2022/2023

Attendance of all groups 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.

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.

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.

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.

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. 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.

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.

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.

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. 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.

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.

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.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

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.

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.

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.

Information from pupil interviews, pupil and parent surveys, and teacher observations shows sustained high levels of emotional wellbeing, particularly amongst disadvantaged pupils.

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

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.