

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	Christopher Rawlins Cof E Primary School
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2021
Statement authorised by	S Smith
Pupil premium lead	N Gosling
Governor / Trustee lead	J Harrop

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 18,830
Recovery premium funding allocation this academic year	£ 2,320
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	£ 21,150

Part A: Pupil premium strategy plan

Statement of intent

At Christopher Rawlins, we have high aspirations for our children, and we believe that no child should be left behind. We are determined to ensure that all our children are given every chance to realise their full potential. Through careful monitoring and reviewing of PP children's progress and through communication with parents, we look to adapt the provision to match the needs of each PP child.

School's objectives

Through the effective use of Pupil Premium Funding:

1. children will be provided with fair and equal opportunities to achieve and excel in all areas of the curriculum
2. children will have access to opportunities that will raise motivation and self-esteem
3. the achievement of socially disadvantaged children will be maximised
4. will allow for tailored support for identified children in a range of ways appropriate to their needs.
5. the emotional well-being of pupils and the extension of more able recipients will also be supported.
6. support will be targeted to improve attendance, punctuality, behaviour or links with families where these are considered barriers to a pupil's learning.

Allocation of the Funding

The Pupil Premium funding is additional funding allocated to schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces. The school will use the funding to support these groups, which comprise pupils with a range of different abilities, to be supported to reach their potential and have experiences and opportunities to support this, this will include narrowing any achievement gaps between them and their peers.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health difficulties due to bereavement, separation etc
2	poor attendance and punctuality
4	Limited access to wider opportunities and educational experiences through trips, visits.
5	Gaps in reading, writing, maths and phonics.

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
<p>Improved rates of progress across school curriculum, especially in maths, reading and writing.</p> <p>To achieve and sustain improved % of children working at age related expected for disadvantaged pupil.</p> <p>Increase the number of disadvantaged pupils achieving 'high standard' at KS2.</p>	<p>Progress of disadvantaged children is in line with non PP pupils. Measured through termly teacher assessment on TT, writing moderation.</p> <p>In school tracking data (Target tracker) and end of Key Stage (GLD, KS1 and KS2, Multiplication check, Phonics Check) assessments will show an increase in the number of children working at age related expectation year on year and an increase in the number of disadvantaged pupils achieving the higher standard at the end of KS2.</p> <p>Tracked from prior attainment (statutory where possible) Children making at least expected progress from baseline.</p>
<p>Quality first teaching is embedded in practice of teachers and teaching assistants. Providing pupils with modelling/scaffolding/appropriate steps to achieve.</p>	<p>Progress in all areas of learning will be ensured through Quality First Teaching and ensuring staff use interventions and support in class effectively.</p>
<p>Improved wellbeing for all pupils in our school, particularly our disadvantaged pupil</p>	<p>Developed growth mindset of pupils which will ensure resilience, support pupils' wellbeing and enhance their life skills.</p> <p>Observations of children's engagement in learning.</p>
<p>Improved cultural and childhood experience for all pupils across school</p>	<p>Opportunities as cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum, and these are accessed by all pupil premium children.</p>
<p>Improved attendance and punctuality of disadvantaged children.</p>	<p>Termly monitoring of attendance for Pupil Premium children shows improvement in attendance and punctuality.</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: £ 5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA class support and small group intervention	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p><u>Teaching assistant interventions Toolkit Strand Education Endowment Foundation EEF</u></p>	5
Staff CPD	-	5
Numbers count Specialist small group interventions	<p>EEF(2019) Improving Mathematics in Key Stages Two and Three guidance report.</p> <p>Recommendation 7 is to provide quality interventions and appropriate assessment tools to match students to relevant interventions</p>	5

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

Budgeted cost: £ 6700

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA/ teacher intervention groups targeted to address gaps in learning for those to achieve high standard at KS2	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic</p>	5

	<p>support to those identified as having low prior attainment or at risk of falling behind.</p> <p><u>Teaching assistant interventions Toolkit Strand Education Endowment Foundation EEF</u></p>	
<p>Additional phonics sessions targeted at Pupil Premium pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	5
<p>ARCH reader</p>	<p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><u>Reading Comprehension Strategies Toolkit Strand Education Endowment Foundation EEF</u></p>	5

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

Budgeted cost: £8,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidised visit, trips, residential.</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools</p>	1,2,4

	Arts Participation Toolkit Strand Education Endowment Foundation EEF	
Funding for in school peripatetic tuition	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools</p> <p>Arts Participation Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4
Funding of Milk	-	1
Extra curricular activities e.g. sports clubs	<p>The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>Physical Activity Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4
Nurture TA working 1:1 or 1:2 to Improve mental health and wellbeing of children	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>Social and Emotional Learning Toolkit Strand Education Endowment Foundation EEF</p>	1

Total budgeted cost: £21,000

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.

Data Summary for Pupil Premium Pupils

11 children in Y1-6 (this includes 2 children with EHCP and 2 SEN children)

	At expected or above
Reading	45.5%
Maths	54.5%
Writing	45.5%

7 children in y1-6 Not including SEN and EHCP children

	At expected or above
Reading	71%
Maths	85.5%
Writing	71%

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions as intended.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils.

During the lockdown this year, PP families have also been supported in a number of other ways. These have included offering places in our Key Worked Bubble where possible for the more vulnerable PP children. We also monitored their attendance during the lockdown and made contact with families as needed printed copies of lessons were also made available for families to collect from school.

We also worked with our Local FEOFFEE in order to offer families access to laptops so that they could access online learning as well as additional financial donations on top of the government FSM support. A local butcher also donated meat/vegetable boxes to the school that were distributed to PP families.

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?	0
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

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