

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	Christopher Rawlins Cof E Primary School
Number of pupils in school	259
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	Dec 2022
Date on which it will be reviewed	July 2023
Statement authorised by	N Gosling
Pupil premium lead	N Gosling
Governor / Trustee lead	J Harrop

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,390
Recovery premium funding allocation this academic year	£0
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	£39,390

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	Minimal parental engagement with home learning/homework.
3	Limited access to wider opportunities and educational experiences through trips, visits.
4	Gaps in reading, writing, maths and phonics.
5	Poor attendance and punctuality

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: £ 10,000

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>	4
Staff CPD	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</u></p>	1, 4
ELSA training	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</u></p>	1

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA/ teacher intervention groups targeted to address	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p>	4

gaps in learning to achieve higher standard	<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>	
Additional phonics sessions targeted at Pupil Premium pupils who require further phonics support.	<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>	4
ARCH reader	<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>	1, 4

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

Budgeted cost: £19,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised visit, trips, residential.	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,	1,3

	<p>mathematics and science. Benefits have been found in both primary and secondary schools</p> <p>Arts Participation Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Funding for costs related to swimming lessons as part of the PE curriculum</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>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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	1,3
<p>Funding for in school peripatetic tuition</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> <p>Arts Participation Toolkit Strand Education Endowment Foundation EEF</p>	1,3
<p>Funding of Milk in school</p>	-	1
<p>Extra curricular activities e.g. sports clubs</p>	<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>	1,2,3,5
<p>Nurture TA working 1:1 or 1:2 to Improve mental health and wellbeing of children</p>	<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</p>	1

	<p>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><u>Social and Emotional Learning Toolkit Strand Education Endowment Foundation EEF</u></p>	
<p>Targeted play therapist working 1:1</p>	<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><u>Social and Emotional Learning Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>1</p>

Total budgeted cost: £39,300

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.

Data Summary for Pupil Premium Pupils

	At expected or above Summer 2021	At expected or above Summer 2022
Reading	46%	67%
Writing	46%	44%
Maths	55%	56%

Pupil results demonstrate the significant impact of the Arch reader with one pupil making 2 years progress in his reading age and others demonstrating an increase in their interest in reading which has in turn improved their reading attainment. Due to this we have increased the number of children benefiting from this support.

Through consultation with parents, it has been identified that the areas that parents of PP children feel their children need the most support are mental health and support with covering the cost of extra-curricular activities including school trips.

The Nurture TA's was employed to work primarily with PP children and the impact this has had has been recognised both within school and from parents.

Home and school links have increased due to greater communication targeted directly at PP families and PP families knowing clearly who their main contact point is for all PP related matters. This has increased parental engagement and developed a more positive relationship with school.

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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