Pupil premium strategy statement
Christopher Rawlins CE Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	254
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2023 - 2025
Date this statement was published	18th November 2024
Date on which it will be reviewed	Annually
Statement authorised by	L Murrey Headteacher
Pupil premium lead	L Murrey Headteacher
Governor / Trustee lead	Jeremy Turner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,740
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make good progress and achieve good outcomes by the time they move to secondary school. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will build strong relationships with families as they start school so as to understand individual needs and adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils show that children eligible for pupil premium generally have greater difficulties with reading and maths than their peers
2	Assessments, observations and discussions with pupils and families have identified social and emotional issues for children, these create barriers to learning over time and impact on those eligible for pupil premium outcomes. Referrals to our Emotional Literacy Support Assistant and Nurture Teaching Assistant remain high. 15 pupils (10 of whom are eligible for pupil premium)

	currently require additional support with social and emotional needs, with a further 20 (of whom 5 are eligible for pupil premium) receiving additional support.
3	Observations and discussions with families have identified that financial challenges for those eligible for pupil premium restrict access to wider curriculum and enrichment opportunities.
4	Our attendance data over the last two years indicates that attendance among pupils eligible for pupil premium has been between 2 and 5% lower than for non-pupil premium pupils. 17-21% of pupil premium pupils have been 'persistently absent' compared to 10% of their peers during the same period. Our assessments and observations indicate that absenteeism is having an impact on pupils eligible for pupil premium progress.

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
Improved reading outcomes for pupils eligible for pupil premium	KS1 and KS2 reading and maths outcomes in are in line with national outcomes for those eligible for pupil premium
Achieve and sustain improved wellbeing for all pupils in school, including our pupils eligible for pupil premium	Higher levels of pupil well-being and improved teacher knowledge about how these factors impact on children's ability to learn. Qualitative data from surveys and assessments.
All pupils to have equal access to wider curriculum opportunities including enrichment opportunities	An increase in participation in enrichment activities, particularly amongst pupils eligible for pupil premium
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained improved attendance year on year demonstrated by the overall unauthorised absence rate for all pupils decreasing and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF Additional CPD for all staff around developing pupil efficacy to create good learning cultures and feedback	1, 2 and 4
Purchase of additional resources to support our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF Additional whole staff CPD from ELS on phonic teaching	1, 2 and 4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 2 and 4
Supporting teachers to complete NPQ programmes and	By developing teacher's leadership skills and developing their pedagogy and understanding of learning this will develop and improve practise both	1, 2 and 4

providing cover for their learning time	individually and within the wider staff team	

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

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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:	1 and 2
Additional Maths sessions using a structured Maths programme targeted at disadvantaged pupil who require further Maths support	Targeted intervention groups focussed on developing core Maths skills that support progression over time will aid progress	1 and 2
Using tuition for pupils who are eligible for pupil premium and are falling behind with their learning	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:	1 and 2
Using ELSA and Nurture Lead to provide one to one and small group support for those who need additional social and emotional learning opportunities. Using Play Therapist for those children with the most complex needs	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):	2

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on understanding the bonds of attachment to support staff understanding on the pre-requisites for learning	A universal approach that develops staff understanding and the foundations for good learning will have an overall positive effect on all pupils, and those eligible for pupil premium who may be impacted by Adverse Childhood Experiences	3 and 4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and time for staff to develop and implement new procedures	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Financially support families, where needed, to access wider curriculum opportunities and enrichment activities	Wider curriculum opportunities develop a wider context for learning, and builds cultural capital which enables children to build on their learning and social development	3 and 4

Total budgeted cost: £ 59,740

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summary of 2024/2025 academic year

We have analysed the performance of our school's disadvantaged pupils during the academic year 24/25, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that there was a gap between pupils eligible for pupil premium and other pupils as below:

Reading

% of pupils working on track or greater depth: 68%

% of pupils who are eligible for PPG working on track or greater depth: 59%

Writing

% of pupils working on track or greater depth: 39%

% of pupils who are eligible for PPG working on track or greater depth: 19%

Maths

% of pupils working on track or greater depth: 65%

% of pupils who are eligible for PPG working on track or greater depth: 44%

The gap historically has been biggest in reading, and this has reduced this year to 9% from 15% this year. The biggest gap is in writing and Maths.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance of pupils eligible for pupil premium (94%), and all other pupils (95%) was 1%. Attendance of pupil premium children has risen by 1% this academic year.

A gap exists between those that were persistently absent; the gap between pupils eligible for pupil premium and all other pupils was 5% this year, this has dropped from 11% last year.

Our evaluation of the approaches delivered last academic year indicates that the school needs to embed teaching strategies to develop writing across the school, including embedding the teaching of grammar in day to day English lessons and the distinct teaching of spelling. Maths teaching, in particular problem solving needs to be developed across the school – this links to work on self-efficacy and independent learning.

As a result of this we have reviewed our strategy plan and made changes to how we intend to use our budget this academic year. There is greater investment in resourcing and CPD to develop teacher understanding and knowledge teaching spelling and grammar, as well as ongoing focus on the outcomes for writing.