

# 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
Riccall Community Primary School	
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	08.10.21
Date on which it will be reviewed	September 2024
Statement authorised by	Governing Body
Pupil premium lead	Nick Styles
Governor / Trustee lead	Sue Sandle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26, 949
Recovery premium funding allocation this academic year	£2,900
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	£29,849

# Part A: Pupil premium strategy plan

## Statement of intent

### **Our intent for the use of the PPG reflects our intent for the whole school:**

The curriculum has been carefully scrutinised and developed over several years. It is ambitious and wide-ranging, to ensure that it meets the needs of all our pupils, regardless of their levels of attainment. We have designed the curriculum to give all of our pupils, the knowledge, skills and cultural capital they will need in order to succeed at secondary school and in future life. Our curriculum, and our learning environment, have a focus on promoting the children's acquisition of knowledge and applying this knowledge across a range of scenarios.

Each year's curriculum builds upon the previous year's learning and thanks to our use of knowledge organisers, pupils are clear as to where their learning is heading. Our Deputy Head, who leads on our curriculum, is tasked with auditing this, but all staff and leaders are very aware and contribute to curriculum development. All subject leaders have weekly release time to monitor their subject and ensure that there is consistency and progression across all year groups in school. We follow the basic National Curriculum, but adapt and augment it to meet the particular needs, interests and gaps in knowledge that our pupils bring with them.

Our curriculum is ambitious because we want the very best for our children. Reading, especially, is a priority because of lower than hoped for levels when children join the school in Reception. Our success in early reading means that all children can access the whole curriculum, in Riccall and in secondary school.

We have ensured that our curriculum plan gives pupils a range of memorable, real-life, hands-on experiences, such as trips, residential and visitors into school.

Our curriculum supports our SEND pupils increasingly well, evidenced by their increasingly rapid progress. We encourage independence in our pupils and target support carefully to ensure that those with additional needs do not miss out.

**Our children who receive the Pupil Premium Grant deserve the best possible education and as such we are committed to removing any barriers to learning and ensuring there is equality of access to all aspects of school life.**

**It is our mission to ensure children have every opportunity to close any gaps between them and their peers, enabling them to make accelerated progress and to reach ARE or beyond.**

**We use children's starting points, alongside continuous evaluation to ensure learning is aspirational, not limited and that children are engaged in activities**

that support and progress learning.

We are committed to CPD amongst our staff, keeping practices up to date and engaging in new initiatives. We ensure that Middle Leaders are supported and given time to implement and review strategies and techniques that will enhance Quality First Teaching.

## Challenges

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

Challenge number	Detail of challenge
1	Guarding against inconsistencies in the quality of teaching across the school, resulting in gaps in pupils' subject knowledge.
2	Pupils' social, emotional and mental health needs can impact on readiness to engage with learning.
3	Limited speech and language skills which impacts on learning, especially in reading comprehension and writing.

## 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
Progress in Reading	Achieve national average progress scores for disadvantaged children in KS2 reading (0)
Progress in Writing	Achieve national average progress scores for disadvantaged children in KS2 writing (0)
Progress in Mathematics	Achieve national average KS2 mathematics progress score for disadvantaged children in KS2 (0)
Phonics	Achieve national average expected standard in PSC

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject leaders to have weekly release time to be able to monitor the teaching of their subjects, seek feedback from the children and support teachers.	<p>July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership</p> <p>Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers</p> <p>DfE Disadvantaged Pupils Good Practice Research Report, November 2015 identified the importance of the focus on high quality teaching.</p>	1
<p>Teachers focus their attention on the children with the greatest needs at that given time.</p> <p>Teaching Assistants are available to monitor, support and challenge the rest of the class.</p>	<p>Rosenshine's Principles of Instruction:</p> <ol style="list-style-type: none"> <li>1. Begin with a short review of prior learning</li> <li>2. Present new material in small amounts or steps</li> <li>3. Ask a large number of questions</li> <li>4. Provide models</li> <li>5. Guide student practice</li> <li>6. Check for student understanding</li> <li>7. Obtain a high success rate</li> </ol>	1, 3
Children will be excited by the books that are on offer in the library, which will make them want to read.	<p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older,</p>	1, 3

	<p>creating problems not just in reading but in accessing and engaging with the curriculum.</p> <p>Research summaries in America (David M. Quinn and Morgan Polikoff) found that disadvantaged pupils' tended to read less and 'advantaged' pupils more in the school holidays. As a result of this, disadvantaged pupils' reading scores dip lower than their 'advantaged' peers after a holiday. This creates further ground for disadvantaged pupils to make up in their learning over time. The study also found that both groups made broadly the same progress within school, so this additional holiday input creates an accumulated benefit for the 'advantaged' children over time.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7,849

Activity	Evidence that supports this approach	Challenge number(s) addressed
To establish a THRIVE programme in school to support children who are not ready to learn.	<p>The impact Thrive has on children and the communities around them has been evidenced in a number of studies. These include:</p> <ol style="list-style-type: none"> <li>1. Thrive helps to develop resilience in young people. (Hart and Heaven 20151).</li> <li>2. Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance (McGuire-Snieckus et al 20152). A supplementary evaluation was carried out in early 2018 that further supported these findings.</li> <li>3. Staff using the Thrive Approach feel more equipped to manage behaviour and better able to support more vulnerable children. (Office for Public Management 20133).</li> </ol>	2, 3
Establish one to one and small group interventions to support pupils in acquisition of	Enables adults to work with pupils either 1-1 or in small groups in and out of the classroom to introduce/reinforce skills.	1, 2, 3

phonics knowledge and fluency in reading	Giving children skills and confidence encourages and motivates	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised place at 'Zac's Club' breakfast club.	The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year. Breakfast clubs improve attendance/punctuality	2
Home/School Link Worker role	To build relationships with pupils/families. To provide/locate support. To liaise with relevant services. Research (and common sense) tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.	2
Lunchtime and in-school nurture groups	2008, the National Foundation for Educational Research & TDA, found that, 'a culture of mentoring and coaching will, over time, have an impact on young people and their learning.'  Pupils benefit from working with others and being introduced to a variety of experiences.	2

**Total budgeted cost: £29,849**

## 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.

Aim	Outcome
Progress in reading, writing and maths	Remote learning has severely hampered the progress of disadvantaged learners. We only have 2019 data to compare to, and we haven't made the expected progress in this area as a result.
Phonics	All children in Year 2 passed the phonics screening this year, including our 3 disadvantaged children.
Other	Children needing support with SEMH issues have been identified and have been supported in 1-to1 groups, but the impact has been limited because of resources and time. The removal of bubbles from September will allow more flexibility with this.

### 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
NTP Reading	Teaching Personnel

