

# Pupil premium strategy statement – Riccall Community Primary School

This statement details our school's use of pupil premium (and recovery 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	212
Proportion (%) of pupil premium eligible pupils	7.5
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 – 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Jamie Llewellyn, Headteacher
Pupil premium lead	Jamie Llewellyn
Governor / Trustee lead	S Sandle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,280
Recovery premium funding allocation this academic year	£2,465
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£25,745

# Part A: Pupil premium strategy plan

## Statement of intent

The objective of the Pupil Premium strategy at Riccall Community Primary School is to narrow any attainment gap between those pupils categorised as disadvantaged and the school population as a whole. We aim to ensure that these children are able to make progress that is in line with their peers, and, where possible, accelerated in order to reduce any attainment gap. In line with guidance and advice from the Educational Endowment Foundation (EEF), our policy focuses around half of our premium funding on quality first teaching with the remaining funding being split between targeted interventions and ensuring pupils and families are supported to ensure they are ready to access school. The key principles of the strategy are that disadvantaged children have access to opportunities, teaching and support that allows them to catch-up on learning lost during the pandemic, widen their aspirations, develop their confidence and increase their cultural capital.

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.

In order to develop high-quality teaching, staff development is key and we are committed to improving the CPD for staff. Priorities for this year include the implementation of a new Phonics scheme to ensure that all staff members – and not just teachers – have a deep knowledge of phonics and can apply this throughout the school to support pupils reading and spelling. In addition, a focused approach to staff development, linked to the new Teaching & Learning Policy which uses structure from 'Making Every Primary Lesson Count' and Rosenshine's Principles of Instruction to establish six principles of great teaching. We are developing a coaching model within school, using inspiration from the Walkthrus programme for teachers to work collaboratively to develop practise. All teachers are leaders and have release time to work with colleagues to improve and develop practice.

We also aim to reduce barriers to learning by developing relationships with families, providing for the Social and Emotional and Mental Health needs of the children and minimising lateness and absence and everyone in school is committed to solving problems and supporting families.

Our school motto 'Be the Best We Can Be' and the Riccall values of Perseverance, Enthusiasm, Teamwork and Success will shape our strategy and approaches.

## Challenges

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

Challenge number	Detail of challenge
1	Ensuring pupils throughout the school are able to use and apply their phonics knowledge to allow them to enjoy reading, with staff able to employ a consistent approach to support those who are struggling.
2	Ensuring all pupils, regardless of year group receive high quality first teaching.
3	Making sure assessment is used effectively to ensure interventions are planned and delivered to meet needs
4	Pupils' social, emotional and mental health needs can impact on readiness to engage with learning. Our assessments, observations and discussions with pupils and families have identified social and emotional issues including limited emotional resilience and low self-esteem.
5	Our observations and discussions with families and students show us that some of our disadvantaged students need support to widen their aspirations in school and beyond. We need to offer them wider enrichment opportunities to enable them to aim high and be motivated to succeed academically.

## 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
Pupils keep up, not catch-up	Quality first teaching, with use of same-day (or close to) intervention in class by teacher or teaching assistant ensures that pupils continue to make progress at least as good as their peers.
Progress in line with non-disadvantaged pupils	Comparison of both internal and national data shows progress in-line with classmates. Disadvantaged pupils who are at risk of falling behind quickly identified and interventions are given.
Attendance and punctuality is strong and not a barrier for learning	Regular monitoring of attendance figures shows that disadvantaged pupils attendance is in-line with national average
Pupils receive timely and effective SEMH support.	Emotional and welfare needs are identified by staff and support put in place promptly, including use of intervention with quad squad. Although children may have

	different needs, the intention is for pupils to not receive intervention for extended periods.
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## 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: £3,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b><u>Continued development of teaching of phonics with training for all members of staff to ensure phonics is delivered with fidelity across the school</u></b> including time needed for subject leader to monitor and support staff with implementation	Phonic approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading with an average impact of an additional five months' progress <a href="#">SEE EEF evidence on Phonics</a>	1
<b><u>Continued implementation of a new Teaching &amp; Learning Policy</u></b> including use of CPD time to allow staff – <b>with an additional focus on developing the skills of teaching assistants-</b> to develop techniques to improve their quality of teaching.	Research shows that high quality teaching can narrow the disadvantage gap and promoting effective CPD plays a crucial role in this. By providing a clear Teaching & Learning Policy with evidence-based strategies, teachers will be able to improve their quality of teaching. See EEF evidence on <a href="#">effective professional development</a>	1
<b><u>Identifying the gaps in learning for pupils</u></b> Use age standardised tests - (NTS Reading & White Rose Maths) tests and phonic screening with all pupils on a termly basis. Pupil progress meetings are in place to identify and inform future areas for	Standardised tests provide accurate and reliable information regarding gaps in children's understanding. They identify which areas pupils require support with so that interventions can be tailored accordingly. <a href="#">See EEF Evidence on diagnostic assessment:</a>	2,3

development to address gaps.		
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## 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
<p><b><u>Timely interventions delivered by teachers wherever possible within lessons</u></b></p> <p>Using Teachers to work with the pupils with the greatest need to overcome misconceptions. Teaching assistants used strategically around school to ensure maximum impact, driven by analysis of data and <b>development of their practice prioritised.</b></p>	<p>The EEF toolkit recommends the use of timely, evidence based interventions led by qualified staff as the most effective use of interventions support. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p>See EEF evidence <a href="#">on small-group tuition</a></p>	1, 3
<p><b><u>Additional tuition for pupils with phonics and fluency support through small-group tuition.</u></b></p>	<p>Phonic approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading with an average impact of an additional five months' progress</p> <p><a href="#">SEE EEF evidence on Phonics</a></p> <p>EEF evidence <a href="#">on small-group tuition</a></p>	1,3

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

Budgeted cost: £ 12,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Employment of Home-School link worker to support</u></b></p>	<p>According to figures from the Department for Education, pupils who receive Free School Meals are more</p>	4, 5

<p><b><u>with monitoring attendance and punctuality and use of TA time to provide 'Quad Squad' intervention</u></b></p>	<p>likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>See evidence from EEF on <a href="#">behaviour interventions</a> and <a href="#">SEMH</a></p>	
<p><b><u>Further training for staff members in THRIVE programme (including cost of programme subscription and training)</u></b></p>	<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 2015).</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 2015). 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 2013).</li> </ol>	4
<p><b><u>Provide additional opportunity for pupils to apply knowledge and understanding and develop cultural capital outside the curriculum with subsidised access to trips and residential.</u></b></p>	<p>An outstanding curriculum offer must be much broader than the statutory National Curriculum. We plan a curriculum which aims to develop the 'whole child'; we recognise that whilst academic achievement is important, it is not the only measure of success. We also place importance on creating a collection of memorable learning experiences which can broaden horizons, both within the classroom and in the wider environment. We consider cultural capital to be 'powerful knowledge' and as such all children must have opportunity to develop it so that they can participate in academic discussion, now and in later life.</p> <p>We will continue to ensure that all pupils, regardless of whether their parents are able to afford it or not, are able to</p>	5

	access enrichment through visits to school and workshops held by visitors coming to school.	
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**Total budgeted cost: £** £25,745

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In the 2023 phonics screening, 1 out of 2 disadvantaged pupils passed the check. Internal tracking showed that the child who did not pass, made excellent progress and is in good position to pass the check in Year 2.

In KS1, of three disadvantaged pupils, one achieved expected standard in Maths, with no pupils achieving expected standard in Reading or Writing.

At KS2, none of the five disadvantaged pupils achieved the expected standard in Reading, Writing or Maths despite making good progress throughout Year 6. This outcome is clearly not acceptable and has highlighted the need for further scrutiny and monitoring of pupil premium children across school to ensure that they keep up and not catch up.

The THRIVE programme which had started in the previous academic year was put on hold whilst the licensed, trained practitioner was on maternity leave. However, we were able to train an additional practitioner, meaning that for 23/24 we have two THRIVE practitioners which means that more children can access this provision. In addition, we now have a Mental Health Lead in school who has accessed the THRIVE materials to ensure that we can fully embed the THRIVE approach across school.

The Home/School link worker has continued to be highly effective in supporting families and pupils to overcome barriers to attendance to school, including well-being.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
THRIVE	Fronting the Challenge Projects

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A