

## 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	Rauceby CofE Primary school	
Number of pupils in school	176 (Oct 2021)	166 (Oct 2022)
Proportion (%) of pupil premium eligible pupils	16 (9%) (Oct 2021)	22 (13%) (Oct 2022)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022	<b>2022 – 2023</b> 2023 - 2024
Date this statement was published	December 2021	November 2022
Date on which it will be reviewed	October 2022	October 2023
Statement authorised by	Mrs Julia Waites	
Pupil premium lead	Mrs Kim Singleton	
Governor / Trustee lead	<del>Mrs Rachael Enstone</del>	Aune Turkson Jones

## Funding overview

Detail	2021-2022	2022-2023	2023-2024
	<b>Amount</b>		
Pupil premium funding allocation this academic year October Census numbers 10 FSM, 2 LAC Since November 2020 we have had a further 2 children eligible for PP but not included within funding amount. <i>(Shown in Proportion (%) of pupil premium eligible pupils)</i>	£1,345 per pupil (FSM) x 10 £2,345 per pupil (LAC) x 2	£1383 per pupil (FSM) x 22 pupils £2410 per child (LAC) x 2 pupil	
Recovery premium funding allocation this academic year: October 2020 Census numbers	£2080	£145 x 22	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 583.66	£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	<b>£20,803.66</b>	<b>£38,436</b>	

# Part A: Pupil premium strategy plan

## Statement of intent

Decisions about Pupil Premium funding, are based on the needs of the pupils and their families here at Rauceby C of E Primary school. Recognition is given to the specific needs of our pupils, and reference is made to the EEF research and guidance. Barriers faced by disadvantaged children in our context include: lack of confidence; families with educational and emotional needs, and some children who receive PP who are on the SEND register.

Teaching and learning is carefully monitored and the EEF guidance is woven in to curriculum development and classroom practice, wherever possible. All teaching staff participate in the analysis of class data and PP data is monitored and tracked by the PP Lead. Classroom planning is carried out in conjunction with the SENCO and members of the senior leadership team, in order to ensure that provision is as personalised and therefore inclusive, as possible.

### Ultimate objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- To ensure that all disadvantaged pupils make at least expected progress, based on national data, by the end of Year 6
- For all disadvantaged pupils to have attendance in line with the national average.
- To provide opportunities to ensure that all disadvantaged pupils engage in the wider curriculum.

### Key principles

- To ensure that appropriate provision is made for disadvantaged pupils within our setting.
- To ensure that teaching and learning meets the needs of all children within our setting.
- To ensure that all provision is personal and suits the needs of individual children within our setting.

- PP funding can be used to support a pupil, or groups of pupils, who have been identified as being disadvantaged, but may not qualify to receive direct funding.
- Due to the limited amount of funding and resources, not all PP children will be in receipt of PP intervention at any one moment of time; needs analysis will be carried out to identify priority classes, groups, or individuals.

### **Achieving these objectives**

- Ensuring all pupils are consistently accessing high quality teaching.
- Use of teacher assessments for reading, maths and writing to provide summative information that can be tracked using INSIGHT (our in school tracking system)
- Allocation of intervention staff to offer 1:1 support, or small group work which directly links to classroom teaching.
- ELSA trained member of staff made available to help develop emotional literacy of pupils most in need and support their emotional development.
- Carefully planned transition from pre-school to primary to secondary, and between classes, so that attainment and progress can be monitored closely and learning time/opportunities are not lost.
- Ensuring all pupils have access to activities, educational visits and residential.
- Use of teaching assistants to offer 'catch-up' sessions across all classes, for pupils to meet age related expectations.
- Increased time out of class for the PP Lead to monitor and assess the impact on our pupils

## Challenges

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

Challenge number	Detail of challenge
1	Improve the consistency of phonics and reading teaching, with a key focus on Key Stage One so that all children make good progress from their starting points
2	To improve word reading and fluency alongside reading for pleasure across the whole school
3	To access high quality adult support for reading, writing and maths through targeted support
4	Continue to develop well-being opportunities to support Social, Emotional and Mental Health needs
5	Close the attainment gap for PP children and non PP in children achieving ARE in 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
For PP pupils, gaps in learning are identified and appropriate intervention is used to address these.	Summative assessment will illustrate that gaps have been addressed and pupils will achieve at least expected progress, with the aim of achieving age related expectations.
Pupils will be exposed to a range of experiences, providing them with first hand opportunities.	Pupils will attend events/activities that they may not necessarily have the opportunity to experience.
Use of Emotional Literacy Support Assistant (ELSA) to address any emotional and/or behavioural needs the children may have.	Children demonstrate a better awareness of mental health and well-being strategies, as evidenced through discussion with children.

Progress in Reading attainment	Progress in reading is at least in line with the National progress measure (0)
Progress in Writing	Progress in writing is at least in line with the National progress measure (0)
Progress in Maths	A higher proportion of pupils achieving ARE and GD
Progress within phonics	All children accessing daily, high quality phonics teaching. Phonic screening at the end of Y1 remains above national average.
Good progress from starting points in our EYFS provision	GLD achieved within EYFS to stay at least in line or above national average

## Activity in this academic year (2022-2023)

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: 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching: ongoing CPD to improve the teaching and provision of phonics, reading and writing.	<i>EEF – Tiered approach to teaching</i> Weekly training and support for RWI group leaders	1 2

<p>2 year commitment working alongside our school consultant to deliver consistent RWI phonic and reading sessions.</p> <p>2 year commitment working alongside our school consultant to deliver T4W across the school.</p>	<p>Termly staff/training sessions to all staff</p> <p>Children achieving ARE or above for phonics and reading from EYFS and above.</p> <p>English lead monitoring and feedback for increased sequence of writing across the school. An increase of children achieving ARE or GD by the end of the year.</p>	<p>3</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,436

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Progress meetings track progress: increased Teaching Assistant hours in class, as appropriate.</p>	<p><i>EEF – targeted academic support</i></p> <p>Identify groups of that have/are falling behind ARE and provide high standard, regular and planned classroom based interventions.</p> <p>An increase in children’s progress across the school year</p>	<p>5</p> <p>1</p> <p>3</p>
<p>Raise profile of Reading for Pleasure in and out of school</p>	<p>Pupil surveys</p> <p>Pupils attending our reading cafes throughout the year</p> <p>An increase with parental participation of reading both phonic level and pleasure books. RWI and English lead completing regular checks across the school. Class teachers and/or reading leads to</p>	<p>2</p>

	<p>support parents who are struggling to provide reading opportunities at home for a number of reasons.</p> <p>Opportunities throughout the year to raise the profile of reading – reading cafes before and after school, World Book Day, open evening, information evenings. Monitor attendance of events.</p>	
<p>Consistent delivery of intervention programs –</p> <p>Dyslexia Gold</p> <p>Precision teach</p> <p>Fresh start</p> <p>Sound linkage</p> <p>EAL support</p>	<p>Termly timetables in place after pupil progress meeting after SLT review pupils, including SEN need.</p>	3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fees paid for class trips and residential trips</p> <p>Essential wrap around care provided</p>	<p><i>EEF – Outdoor learning shows positive benefits on academic learning and self confidence</i></p> <p>Pupil surveys reflect a greater enjoyments and engagement in school</p>	4

School uniforms, meals, resources and busses purchased	Increase of attendance and self -confidence	4
Trained member of staff for ELSA	<i>EEF – Social and Emotional learning impacts on attitudes to learning in school, which increases progress in attainment</i> ELSA lead to identify pupils, with support from class teachers, that would benefit from Emotional Literacy support.	3 4

**Total budgeted cost: £38,436**

## 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.

#### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,000    £3,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching: ongoing CPD to improve the teaching and provision of phonics, reading and writing.	<p><i>EEF – Tiered approach to teaching</i></p> <p>Ensure all Key Stage 1 and Early Years teachers have received training to deliver our RWI phonics teaching. <b>After receiving official training in July 2022, KS lead whole school training for Phonics September 2022</b></p> <p><b>84% of pupils passed PSC</b></p> <p>RWI lead to provide training and support for teaching assistants. <b>Weekly CPD sessions started for all RWI group leaders in September 2022</b></p> <p>Time out of the classroom for English and RWI lead to monitor teaching and learning of phonics and reading across the whole school. <b>Limited to constraints of staffing and illness</b></p>	1 2 3

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

Budgeted cost: £12,000      **£9,572**

Activity	Evidence that supports this approach	Challenge number(s) addressed																														
<p>Pupil Progress meetings track progress of PP: Phonics, Reading and Writing interventions as appropriate.</p>	<p><i>EEF – targeted academic support</i></p> <p>Identify small groups within reading and writing that have/are falling behind ARE.</p> <p><b>Interventions sessions carried out throughout the year</b></p> <table border="1" data-bbox="730 719 1532 1219"> <thead> <tr> <th colspan="5" data-bbox="730 719 1532 794"><b>2021-2022</b></th> </tr> <tr> <th data-bbox="730 794 875 869"></th> <th colspan="2" data-bbox="875 794 1030 869"><b>K1 SATs ARE or +</b></th> <th colspan="2" data-bbox="1030 794 1532 869"><b>KS2 SATS – ARE or +</b></th> </tr> <tr> <th data-bbox="730 869 875 986"></th> <th data-bbox="875 869 1030 986"><b>FSM (2 pupils)</b></th> <th data-bbox="1030 869 1202 986"><b>All other pupils</b></th> <th data-bbox="1202 869 1364 986"><b>FSM (1 pupil)</b></th> <th data-bbox="1364 869 1532 986"><b>All other pupils</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="730 986 875 1061"><b>Maths</b></td> <td data-bbox="875 986 1030 1061">0%</td> <td data-bbox="1030 986 1202 1061">71%</td> <td data-bbox="1202 986 1364 1061">100%</td> <td data-bbox="1364 986 1532 1061">96%</td> </tr> <tr> <td data-bbox="730 1061 875 1136"><b>Reading</b></td> <td data-bbox="875 1061 1030 1136">0%</td> <td data-bbox="1030 1061 1202 1136">71%</td> <td data-bbox="1202 1061 1364 1136">100%</td> <td data-bbox="1364 1061 1532 1136">96%</td> </tr> <tr> <td data-bbox="730 1136 875 1219"><b>Writing</b></td> <td data-bbox="875 1136 1030 1219">0%</td> <td data-bbox="1030 1136 1202 1219">66%</td> <td data-bbox="1202 1136 1364 1219">0%</td> <td data-bbox="1364 1136 1532 1219">84%</td> </tr> </tbody> </table> <p>English Lead out of class to ensure quality first teaching interventions are delivered</p>	<b>2021-2022</b>						<b>K1 SATs ARE or +</b>		<b>KS2 SATS – ARE or +</b>			<b>FSM (2 pupils)</b>	<b>All other pupils</b>	<b>FSM (1 pupil)</b>	<b>All other pupils</b>	<b>Maths</b>	0%	71%	100%	96%	<b>Reading</b>	0%	71%	100%	96%	<b>Writing</b>	0%	66%	0%	84%	<p>5 1 3</p>
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Introduction of Fresh start across KS 2	<p><i>EEF – targeted academic support</i></p> <p>High quality daily sessions delivered by trained staff</p> <p><b>Started March 2022</b></p>	<p>2</p> <p>3</p>
Raise profile of Reading for Pleasure	<p>Pupil surveys – <b>On going</b></p> <p>Change in timetable in KS 2 to include pleasure reading daily (15 mins)</p> <p>Classroom across the school have developed reading areas to reduce the cognitive load when choosing books.</p> <p>Development of school library including new furniture and fixings.</p> <p>Pupils attending our reading cafes – <b>Weekly sessions accessed by the whole school. High attendance throughout the year</b></p> <p>Purchase of new class novels in KS 2 – <b>A selection of new novels purchased</b></p>	<p>2</p>

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

Budgeted cost: £2,500 **£7,602**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fees paid for class trips and residential trips</p>	<p><i>EEF – Outdoor learning shows positive benefits on academic learning and self confidence</i></p> <p>Pupil surveys reflect a greater enjoyments and engagement in school</p> <p><b>All children able to attend school trips, residential, swimming lessons</b></p>	<p>4</p>
<p>School uniforms, resources and busses purchased</p> <p><b>Wrap around care funded where needed</b></p> <p><b>Hot school meals provided for those who requested them.</b></p>	<p>Increase of attendance and self -confidence</p> <p><b>In regular contact with families regarding school uniform and travel arrangements, especially towards the end of the summer term in preparation for September</b></p>	<p>4</p>
<p>Trained member of staff for ELSA</p>	<p><i>EEF – Social and Emotional learning impacts on attitudes to learning in school, which increases progress in attainment</i></p> <p>ELSA lead to identify pupils, with support from class teachers, that would benefit from Emotional Literacy support.</p> <p><b>A consistent program carried out with all identified pupils through out the year.</b></p>	<p>3</p> <p>4</p>

**Total budgeted cost: £20,500**

**Total spent September 2021 – September 2022 : £20,849**

## Externally provided programmes

<i>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</i> <b>Programme</b>	<b>Provider</b>
TT Rockstars	Magic Circle

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	Our service pupil premium funding last year was used to support and embed our new curriculum across the school. Included within this <ul style="list-style-type: none"><li>- Teacher CPD, with particular focus on subject leadership</li><li>- New curriculum resources for all subjects</li><li>- Forest School provision (Key stage one/EYFS)</li><li>- Mental wellbeing</li><li>- Music service</li><li>- TT Rock stars</li><li>- Edshed resources</li></ul>

	- Parental engage activities
What was the impact of that spending on service pupil premium eligible pupils?	<p>The impact on the pupils from the spending was that they receive a refined curriculum, with clear progression of knowledge and skills. This enabled children to achieve highly in their end of year assessments.</p> <p>Year six children had a high percentage of PP children, and they received a yoga package to support their mental health during a challenging year after COVID.</p> <p>To support mental health, well being and socialisation in Key Stage and EYFS, the implantation of a new forest school provision has enabled all children to have a wider experience beyond the classroom.</p> <p>All children now receive a well planned and progressive music curriculum which has been appropriately resourced.</p>