

## PUPIL PREMIUM STRATEGY 2021-2022

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

### Funding overview

Detail	Amount
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) £2,345 per pupil (LAC)
Recovery premium funding allocation this academic year: October 2020 Census numbers	£145.00 per pupil: £2000 Guaranteed



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Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 583.66
<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>£20,723.66</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 Education Endowment Foundation (EEF) research and guidance on Pupil Premium. Barriers faced by disadvantaged children in our context include: lack of confidence and self-esteem, families with their own educational, emotional and mental health needs, and some children who receive PP are also on the SEND register.

Teaching and learning is carefully monitored and EEF guidance on Using Pupil Premium is woven in to curriculum development and classroom practice, wherever possible. All teaching staff participate in the analysis of class data and Pupil Premium data is monitored and tracked by the Pupil Premium Lead. Classroom planning is carried out in conjunction with the SENCO with children with a special need, 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, at the end of Year 6
- For all disadvantaged pupils to have attendance of around national average of all pupils (94.4%)
- 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.
- Pupil Premium 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 Pupil Premium children will be in receipt of Pupil Premium 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
- 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 of support with 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 Pupil Premium 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 consistent phonics and reading teaching, with a key focus on Key Stage One
2	To increase word reading skills and inference alongside reading for pleasure across the whole school
3	Access to high quality targeted support in order to close gaps in learning
4	Continue to develop well being opportunities to support social, emotional and mental health needs
5	Closing the attainment gap for Pupil Premium children and non Pupil Premium 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 Pupil Premium 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 (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 stays at the National progress measure (0)
Progress in Writing	Progress in writing stays at the National progress measure (0)
Progress in Maths	A consistent increase in pupils achieving ARE and GD
Progress within phonics	All children accessing daily, high quality phonics teaching. Phonic screening at the end of year one stays above national average.

### 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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching: Ongoing CPD to improve the teaching and provision of phonics, reading and writing.	<p><i>EEF – Tiered approach to teaching</i></p> <p>Ensure all key stage one and Early Years teachers has received training to deliver our RWI phonics teaching.</p> <p>RWI lead to provide training and support for teaching assistants.</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.</p>	1 2 3

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress meetings track progress of PP: Phonics, Reading and Writing interventions as appropriate.	<p><i>EEF – targeted academic support</i></p> <p>Identify small groups within reading and writing that have/are falling behind ARE.</p> <p>English Lead out of class to ensure first class interventions are delivered</p>	5 1 3

Introduction of Fresh start across KS 2	<i>EEF – targeted academic support</i>	2
	High quality daily sessions delivered by trained staff	3
Raise profile of Reading for Pleasure	Pupil surveys	2
	Pupils attending our reading cafes	
	Purchase of new class novels in KS 2	

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fees paid for class trips and residential trips	<i>EEF – Outdoor learning shows positive benefits on academic learning and self confidence</i>  Pupil surveys reflect a greater enjoyment and engagement in school	4
School uniforms, 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: £20,500**

**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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

**Strategy aims for disadvantaged pupils**

Measure		Score	
Meeting expected standard at KS2	Reading	FSM 60%	FPP 67%
	Writing	FSM 40%	FPP 50%
	Maths	FSM 40%	FPP 67%
Achieving high standard at KS2	Reading	FSM 40%	FPP 33%
	Writing	FSM 40%	FPP 16%
	Maths	FSM 20%	FPP 33%
Measure	Activity		
Priority 1	Use of emotional Literacy support (ELSA) to address any emotional or behavioural issues the children might have. <b>Class teachers have identified pupils who would benefit from these sessions.</b>		
Priority 2	Ensure continued use of small group interventions at year group level to provide both short term and long term intervention programmes.		
Barriers to learning these priorities address	Ensuring interventions are effective and timely. Interventions to be monitored and evaluated regularly by class teacher and SLT		

	Ensuring all children are attending school on regularly basis by providing bus passes and pastoral support.	
Projected spending	£15 000	<b>£20087.09</b>

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To ensure the progress in Reading stays above the National progress measure (0)	July 2021 <b>Achieved</b>
Progress in Writing	To ensure the progress in Writing stays above the National progress measure (0)	July 2021 <b>Achieved</b>
Progress in Mathematics	To increase the number of pupils achieving Greater Depth	July 2021 <b>Achieved</b> <b>+0.4 progress between summer 2020 and 2021</b>
Phonics	To ensure phonic attainment stays above the National average	July 2021 <b>No national average data due to Covid.</b> <b>76% passed using 2019 pass mark and paper.</b>
Other	Improve attendance and punctuality of disadvantaged children	July 2021 <b>Ongoing due to Covid 19 effecting all attendance</b>

### Targeted academic support for current academic year

Measure	Activity
<b>Priority 1:</b>	Review the teaching of writing throughout the school, ensuring there is quality first class teaching in all classes. <b>Ongoing.</b>
<b>Priority 2:</b>	Review the teaching of reading throughout the school, ensuring children read a range of genres. <b>New RWI Book</b>

	Bag Books purchased ready for implementing in September.
<b>Priority 3:</b>	To ensure all children have access to an enriched curriculum by funding class trips, swimming, residential trips and forest school activities. See breakdown of funding for details. All resources printed and equipment provided for children during lockdown period.
Barriers to learning these priorities address	Lack of new teaching resources and time to create and find new resources.
Projected spending	£12 000 <b>£6298.27</b>

**Wider strategies for current academic year**

Measure	Activity
<b>Priority 1:</b>	Monitor all interventions to ensure our intervention programs are supporting all children to make progress. Children participating in phonic and reading interventions have made progress. Intervention programs for writing need to be a priority for the next academic year. Children accessing after school club to support home reading and phonic activities.
<b>Priority 2:</b>	Ensure all teaching assistants are delivering high, quality interventions to suit the needs of the children. Phonic training has taken place. Further training for maths is planned in September.
Barriers to learning these priorities address	Lack of subject knowledge and understanding for different teaching techniques to deliver high quality intervention groups. Lack of time, resources and space to deliver regular intervention groups.
Projected spending	£1000 <b>£1295.98</b>



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**Monitoring and Implementation**

Area	Challenge	Mitigating action
Teaching	Developing understanding of methods used for calculating progress measures.	Following latest information. Training session for PP lead. <b>On-going and further training required</b>
Targeted support	Time to fully review the teaching of reading and writing across the school and ensuring consistently between all year groups. (working alongside the Literacy lead)	Time for Literacy lead to monitor Literacy sessions. <b>Partially achieved but further time needed to monitor writing across the school</b> Time during staff meeting to discuss findings and needs of different children. <b>Achieved</b>
Wider strategies	Ensure the quality of intervention is consistent across all year groups and delivery is appropriate and high quality.	Observations Training and colleague support - <b>Partially achieved. Further support needed for writing and maths</b>

