

## Pupil premium strategy statement – *Rauceby CofE 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	165 (September 2024)
Proportion (%) of pupil premium eligible pupils	26 pupil 16.3%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024 – 2025
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Julia Waites
Pupil premium lead	Kim Singleton
Governor / Trustee lead	Maxine Purvis

### Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£1,455 (FSM) £2,530 (LAC)
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£40,499.00

# Part A: Pupil premium strategy plan

## Statement of intent

### **Our Approach**

At Rauceby C of E Primary School, decisions around Pupil Premium (PP) funding are rooted in a deep understanding of the needs of our pupils and their families. We recognise that disadvantaged children often face a range of barriers to learning, including low confidence, complex family needs (both educational and emotional), and in some cases, dual needs where children are also identified as having Special Educational Needs and/or Disabilities (SEND). We are committed to ensuring that all disadvantaged pupils have access to a high-quality, inclusive education. Our approach is underpinned by educational research and guidance, particularly from the Education Endowment Foundation (EEF), and is tailored to meet the specific context of our school community.

### **Identified Barriers to Learning**

- Low self-confidence and limited resilience
- Families with educational and/or mental health needs
- A proportion of PP pupils also identified with SEND
- Attendance of a small minority of PP children who are at risk of persistent absence and engagement with wider school life
- Gaps in communication skills and language development

### **Ultimate Objectives**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To ensure all disadvantaged pupils make at least expected progress, in line with national outcomes, by the end of Year 6.
- To improve attendance for disadvantaged pupils to become in line with all pupils.
- To provide equal access to the wider curriculum, including trips, clubs, and enrichment opportunities.

- To develop strong communication skills, enabling all pupils to listen, articulate ideas clearly, and engage effectively with a range of audiences.

### **Key Principles**

- Provision for disadvantaged pupils will be carefully planned, targeted, and monitored.
- Teaching and curriculum design will be adapted to meet individual needs, with high expectations for all.
- PP funding may support any pupil identified as disadvantaged, even if they do not meet strict funding criteria.
- Due to limited resources, interventions will be prioritised through regular needs analysis, focusing on those most at risk of underachievement.

### **Achieving Our Objectives**

To deliver on our priorities, we will:

- Ensure that all pupils receive high-quality, inclusive teaching in every classroom.
- Use teacher assessments and INSIGHT tracking to monitor attainment and progress in reading, writing and maths.
- Allocate intervention staff to provide targeted 1:1 or small group support, linked directly to class learning.
- Deploy a trained ELSA (Emotional Literacy Support Assistant) to support emotional wellbeing and resilience, with targeted and universal interventions.
- Plan and implement effective transition processes (pre-school to primary, between year groups, and into secondary) to minimise disruption and lost learning time.
- Guarantee that disadvantaged pupils can participate fully in all school activities, including trips and residential visits.
- Utilise teaching assistants to deliver booster sessions across year groups to support pupils in achieving age-related expectations.
- Provide the PP Lead with dedicated time to monitor, assess, and evaluate the impact of provision and interventions.
- Foster an ethos where pupils are resilient, motivated, and see challenges as opportunities for growth.
- Develop and maintain a school culture in which all pupils demonstrate positive attitudes and self-control across a range of situations.

## Monitoring and Evaluation

Our Pupil Premium Lead works closely with class teachers, the SENCO, and the Senior Leadership Team to track pupil progress and evaluate the impact of provision. All staff are involved in data analysis, and planning is responsive to pupil needs. The strategy is reviewed regularly and updated annually to reflect changing needs and priorities.

## Challenges

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

Challenge number	Detail of challenge
1	The attainment gap across Reading, Writing and Maths so that our pupil premium children achieve in line with all other pupils
2	The progress and attainment within phonics so that our pupil premium achieve in line with all other pupils.
3	Pupil premium children who fit into other vulnerable groups such as SEN
4	The wellbeing support to increase pupils social, emotional and mental health
5	The exposure to life experiences and culture, impacting on pupils overall general knowledge and PSHE development.

## 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
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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 gain wider experiences that enhance engagement, self-confidence, and cultural capital.
Use of Emotional Literacy Support (ELSA) to address any emotional and/or behavioural needs the children may have.	Pupils supported through ELSA demonstrate stronger emotional resilience, behaviour, and readiness to learn.
Progress in Reading, writing and maths to stay in line with ARE and above	Progress for all pupils in reading, writing and maths remain at or above progress measure 0 To increase the number of pupils achieving GD in maths by the end of year 6.
Progress within phonics to stay inline with RWI expectations and PSC to stay above national average	All children access daily, high-quality phonics teaching. Year 1 phonics screening outcomes remain above national average.
Good progress from starting points in our EYFS provision throughout the year within all ELG	Pupils make good progress from their starting points, with GLD remaining in line with or above the national average.

## Activity in this academic year (2024-2025)

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: £ 10,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Teaching and Learning</b> To ensure high quality teaching and learning in the classroom. To ensure staff have access to high quality CPD. (Staff meetings/INSET Days)</p>	<p><b>EEF:</b> Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p>	<p>1,3</p>
<p><b>Mathematics:</b> Funded teacher release time for maths lead to embed key elements of guidance in school and to access White Rose Maths resources and CPD</p>	<p><b>EEF</b> “Improving Mathematics in Key Stages 2 and 3”</p>	<p>1,3</p>
<p><b>Writing:</b> Literacy lead to access training with teaching and learning consultant with regards to writing progression, developing strong and consistence plans. To support class teachers within their planning for writing units, increasing attainment of ARE and GD for all pupils.</p>	<p><b>EEF: High quality teaching</b> Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</p>	<p>1,3</p>
<p><b>Reading</b> Access to RWI teaching portal and one training session for RWI lead. Access to Oxford Owl RWI for</p>	<p>High quality CPD and access to current resources ensures staff use evidence-based strategies.</p>	<p>1,2,3</p>

updated resources, book bag resources and additional sound plans and knowledge.	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 20,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Targeted interventions:</b> Pupil progress meetings to track progress across all pupils, increasing TA support for identified groups of pupils, providing high quality, regular, and planned classroom-based interventions.</p>	<p>EEF:</p> <ul style="list-style-type: none"> <li>- Targeted academic support; timely identification and intervention accelerates progress</li> <li>- Structured interventions on closing attainment gaps</li> <li>- Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</li> </ul>	1,3,4,
<p><b>Targeted interventions</b> High quality and consistent delivery of bespoke interventions within the Hive environment, taking into account other needs of the pupils (SEN)</p>		
<p><b>Targeted interventions</b> IDL This program is used to develop the phonics and spelling skills of identified children in KS2</p>		

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

Budgeted cost: £ 10,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Emotional and Social</b></p> <p>The use a Trained member of staff for ELSA (Emotional Literacy Support Assistant) to identify pupils (with support from class teachers) who would benefit from Emotional Literacy support.</p>	<p>EEF – Social and Emotional Learning impacts attitudes to learning in school, which in turn supports attainment. Targeted Social and Emotional Learning support builds resilience, confidence, and engagement.</p>	<p>4 and 5</p>
<p><b>Culture and experiences:</b></p> <p>A wide and varied range of visits and residentials will be planned to enhance the curriculum and to provide experiences for PP pupils</p> <p>Subsidising of school visits and residentials for disadvantaged pupils</p>	<p>Children who are exposed to variety of trips and visits have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, majority of families want their children to participate in these trips.</p>	<p>4 and 5</p>
<p><b>Self worth and confidence</b></p> <p>To provide school uniforms, meals, resources, and buses passes where necessary.</p>	<p>Increased attendance and improved self-confidence when barriers to participation are removed.</p>	<p>4</p>
<p><b>Well-being</b></p> <p>To provide all pupils with the access to forest school sessions across the year</p>	<p>The benefits of Forest School sessions have been proven to include physical, emotional, social, cognitive, academic benefits for all pupils (Forest school association)</p>	<p>4 and 5</p>

**Total budgeted cost: £ 40,000**

## Part B: Review of the previous academic year

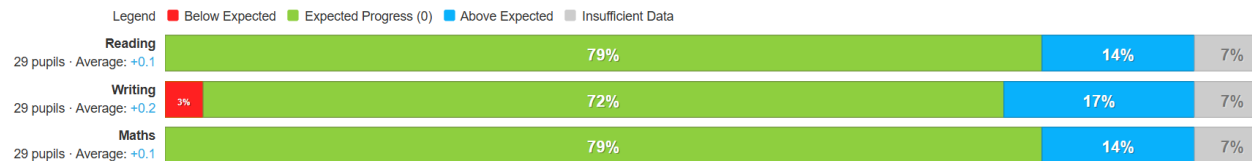
### Outcomes for disadvantaged pupils

Aims	Outcomes
<p>For PP pupils, gaps in learning are identified and appropriate intervention is used to address these.</p>	<p>A wide range of interventions taken place within the classroom, 1:1, small group and within the Hive.</p> <p>Three PP meeting taken place over 2024-2025 with pupils identified for additional support</p> <p>6% accessed ELSA</p> <p>31% receiving SEND support</p> <p>15% receiving EAL support</p> <p>27% pupils within military families.</p>
<p>Pupils will be exposed to a range of experiences, providing them with first hand opportunities.</p>	<p>Over the course of the year all children had the opportunity to participate in a wide range of visits and/or residential</p> <ul style="list-style-type: none"> <li>- Swimming on site during the summer term with all children throughout the school accessing a block of 5 days.</li> <li>- A range of sporting events including sports day and competitions through Carres Outreach</li> <li>- KS1 and EYFS accessing 3 blocks of forest school sessions</li> <li>- All KS 2 children accessing a block of forest school sessions</li> <li>- Day visits include Tattershall Farm park, Garden centre, Islamic centre, Magna, Cresswell crags</li> <li>- Cultural visits include a visit to see a ballet performance and to take part in the young voices concert</li> <li>- Residential offers included 2 nights at Rand Farm, 3 nights in Malham and 2 nights in London</li> </ul>
<p>Use of Emotional Literacy Support (ELSA) to address any emotional and/or behavioural needs the children may have.</p>	<p>23% of PP accessed regular ELSA sessions</p> <p>4 children (2 families) were under a TAC or CIN within 2024-2025</p>

Progress in Reading, writing and maths to stay in line with ARE and above

Progress Overview for Pupils (from 2024-2025) who are FSM – 2024-2025 Autumn to 2024-2025 Summer Teacher Judgement

Print



1 child below ARE in writing with additional SEN  
 Insufficient data due to children joining part way through 2024-2025  
 Attainment at the end of Yr 6

	School %	National %	PP children (2)
<b>Reading ARE</b>	82	75	0
<b>Reading GD</b>	32	33	
<b>Writing ARE</b>	71	72	0
<b>Writing GD</b>	3	13	
<b>Maths ARE</b>	85	74	0
<b>Maths GD</b>	15	26	

Both pp pupils working at BK with SEND and/or SEMH

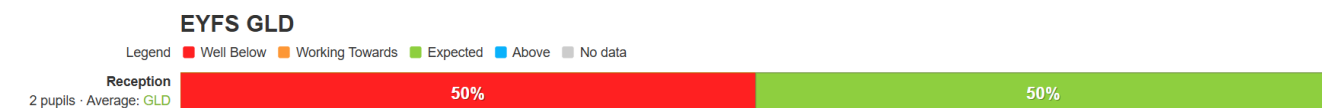
Progress within phonics to stay in line with RWI expectations and PSC to stay above national average

% achieving PSC	
Pupil Premium children	Non premium pupils
2 (1 with SEND)	22 (2 with SEMH/PSP)
50%	86%

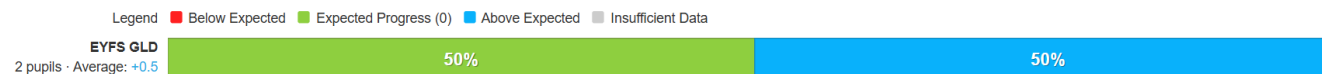
Phonics Screening Check	% of pupils passing in Year 1	24	83%	● At or above	80%
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Good progress from starting points in our EYFS provision throughout the year within all ELG

1 child who is SEND



Progress made from entry to summer 2025



## Externally provided programmes

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

Provider
Times table rock stars
IDL
RWI
Oxford Reading Tree
EdShed

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

Trained ELSA member of staff to provide emotional support for pupils before, during, and after parental deployment.

Transition support for pupils joining our school from other settings, ensuring a smooth and positive start.

Opportunities for service families to socialise, build connections, and meet other families within our school community.

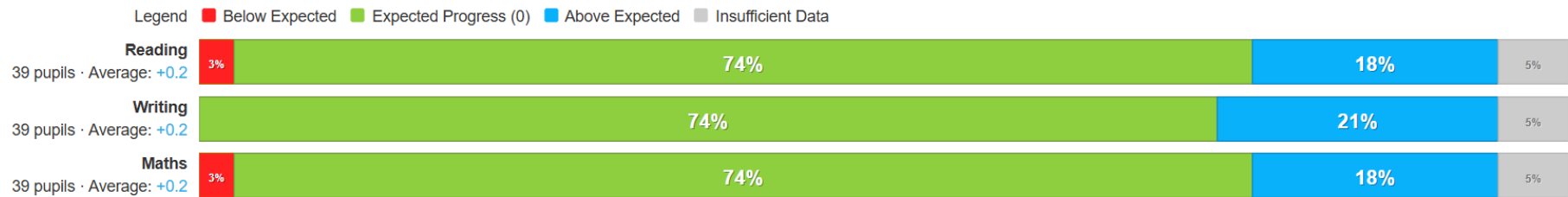
SEND support and targeted interventions in place to address delays in accessing services, often experienced by service pupils due to out-of-county transitions.

Access to a full Forest School provision for all pupils throughout the year, with a developing range of resources and planned sessions to enhance learning and wellbeing.

**The impact of that spending on service pupil premium eligible pupils**

Service children perform well in assessments, demonstrating good levels of both attainment and progress.

Progress Overview for Pupils (from 2024-2025) who are Service Children – 2024-2025 Autumn to 2024-2025 Summer Teacher Judgement



Targeted support is provided for pupils who experience gaps in learning due to transitions, parental deployment, or changes in family circumstances.

The school recognises that pupils who move frequently or arrive from overseas postings may be disadvantaged when accessing formal SEND assessments through external agencies. As a result, funding is allocated to provide 1:1 or additional in-school support where required.

Daily provision is in place to support pupils who find it difficult to enter school in the morning, for a range of emotional, social, or transitional reasons.

Pupil and parent voice surveys indicate that 100% of respondents believe children have benefited from access to our Forest School provision. Pupils reported feeling confident, relaxed, happy, excited, calm, and free during these sessions, whilst parents have that

## Forest school have impacted positively on their child

What impact has the Forest School sessions had on your child? (Tick all that apply)

28 responses

