



Rickley Park Primary School

Pupil Premium Strategy Statement 2021 to 2024

We believe that all disadvantaged pupils should thrive and flourish within our schools. High expectations and high-quality teaching and learning opportunities are a right of all our pupils of all abilities, and we can utilise pupil premium funding effectively to ensure our pupils needs are met and they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child when planning both whole school and personalised provision which widens their experiences.

1.0 Our School Ethos for Pupil Premium

At Rickley Park, are committed to supporting improved outcomes for our disadvantaged pupils. In order to help our disadvantaged pupils overcome their barriers to learning and be happy and successful at Rickley Park and in their future lives, we are guided by the following principles:

We have a whole school ethos of ***aspiration and attainment for all pupils*** and encourage all staff to convey positive and optimistic messages to our disadvantaged pupils.

We have ***high expectations of everyone, from everyone*** and avoid stereotyping disadvantaged pupils as all facing the same barriers to learning or having less potential to succeed.

We have an ***unerring focus on the quality of teaching and learning*** in order to meet the needs of all our pupils.

We ensure that ***personalised provision*** is in place for children who are Pupil Premium-eligible and have their barriers for learning identified and educational needs

accurately assessed and met.

We **utilise evidence** (especially the Education Endowment Foundation Toolkit) to decide which strategies are likely to be most effective in overcoming the barriers to learning.

We **deploy staff effectively** to work with pupils who need the most support and training is provided where this is necessary to support pupils' learning.

We have systems in place which carefully monitor, manage and **support good behaviour and attendance** for all our pupils. If poor attendance is an issue, this is addressed as a priority.

Our teachers and leaders **collect, analyse and use data** to identify pupils' learning needs and review progress regularly. Underperformance is addressed rapidly through additional support and interventions.

Every effort is made to **engage and empower parents and carers** in the education and progress of their child.

We believe in creating opportunities for our Pupil Premium-eligible children through extra-curricular activities and additional classroom or school-wide roles and responsibilities to **promote a sense of belonging and connectedness** in our school.

We aim to instil **an enduring passion for learning** in all our pupils by providing a strong grounding in English and mathematics and a broad base of skills and knowledge acquired across our rich and varied curriculum.

2.0 School Contextual Overview

Rickley Park Primary School			
Academic Year	2021 to 2022	2022 to 2023	2023 to 2024
Number of Pupils in school	437		
Number and Proportion of disadvantaged pupils	83		
Total Pupil premium allocation (£)	£125,084		
Academic year or years covered by statement	September 2021 to July 2024		
Publish date	September 2021	September 2022	September 2023
Review date	July 2022	July 2023	July 2024
Statement authorised by	Nicole Bramwell		
Pupil Premium lead	Maddie Boothroyd		

3.0 Strategic Vision: Long Term Desired Priority and Outcomes

Three-year Priorities: <ol style="list-style-type: none"> 1. Attainment and progress 2. Attendance 3. Parent engagement 4. Enrichment and Readiness for Life 	End of three-Year outcomes: <ol style="list-style-type: none"> 1. Children in receipt of the pupil premium grant achieve at least in line with non-pupil premium children across the school in reading, writing, maths and phonics. 2. Increased attendance rates for pupils eligible for pupil premium, to be inline with the national expectation of 96.2%. 3. 100% of parents of children in receipt of pupil premium grant to attend workshops or events coordinated by the Parent Liaison Officer. 4. 100% of children to have completed their Passport to Success by the time they leave Rickley Park Primary. 	Link(s) to SDP: Priority 1-4 of the School Strategic Plan
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Planned Impact/ Targets Towards Long Term Outcomes 2021-2022

1. Children in receipt of the pupil premium grant achieve at least in line with non-pupil premium children across the school in reading, writing, maths and phonics.
2. Increased attendance rates for pupils eligible for pupil premium, to be inline with the national expectation of 96.2%.
3. 100% of parents of children in receipt of pupil premium grant to attend workshops or events coordinated by the Parent Liaison Officer.
4. 100% of children to have completed their Passport to Success by the time they leave Rickley Park Primary.

Planned Impact/ Targets Towards Long Term Outcomes 2022-2023

1. Children in receipt of the pupil premium grant achieve at least in line with non-pupil premium children across the school in reading, writing, maths and phonics.
2. Increased attendance rates for pupils eligible for pupil premium, to be inline with the national expectation of 96.2%.
3. 100% of parents of children in receipt of pupil premium grant to attend workshops or events coordinated by the Parent Liaison Officer.
4. 100% of children to have completed their Passport to Success by the time they leave Rickley Park Primary.

Planned Impact/ Targets Towards Long Term Outcomes 2023-2024

1. Children in receipt of the pupil premium grant achieve at least in line with non-pupil premium children across the school in reading, writing, maths and phonics.
2. Increased attendance rates for pupils eligible for pupil premium, to be inline with the national expectation of 96.2%.
3. 100% of parents of children in receipt of pupil premium grant to attend workshops or events coordinated by the Parent Liaison Officer.
4. 100% of children to have completed their Passport to Success by the time they leave Rickley Park Primary.

4.0 Pupil Outcomes

Disadvantaged Progress Scores				
		2019 (last year of reported data)	2022	2023
End of KS2	Reading	-2.35		
	Writing	-5.73		
	Maths	-2.55		

Disadvantaged Pupil Performance Overview											
			2019 (last year of reported data)			2022			2023		
			DA	Non-DA	Diff	DA	Non-DA	Diff	DA	Non-DA	Diff
End of KS2	Combined	Expected	47%	59%	-12%						
		Greater Depth	0%	3%	-3%						
	Reading	Expected	40%	58%	-18%						
		Greater Depth	0%	19%	-19%						
	Writing	Expected	40%	49%	-9%						
		Greater Depth	0%	0%	0%						
Maths	Expected	60%	64%	-4%							

		Greater Depth	0%	15%	-15%						
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Disadvantaged Pupil Performance Overview

			2019 (last year of reported data)			2023			2024		
			DA	Non-DA	Diff	DA	Non-DA	Diff	DA	Non-DA	Diff
End of KS1	Reading	Expected		58%							
		Greater Depth		19%							
	Writing	Expected		49%							
		Greater Depth		0%							
	Maths	Expected		64%							
		Greater Depth		15%							
	Phonics Year 2		100%	80%	+20%						
End of Year 1	Phonics Year 1		50%	73%	-23%						
End of EYFS	GLD		43%	77%	-34%						

2021 to 2022:

5.0 Our School Approaches to achieve our Pupil Premium Aims and Outcomes in 2021 to 2022

Approach A: Teaching and professional development for teachers (to support and improve teaching and learning).

- We ensure that teaching and learning opportunities meet the needs of all the children in school through staff CPD and personalised programmes.
- Our teaching practices are based on sound academic research with data analysis and further plans for impact.
- We are part of a Trust wide pupil premium strategy group where we look at new initiatives, current legislation and share best practice.
- Comprehensive CPD package offered via the Trust.

Approach B: Academic support (targeted academic support – whole school, group and personalised)

- We ensure that appropriate provision is made for children, and this includes ensuring that their needs are adequately assessed and addressed.
- Any interventions required are delivered on an individual needs' basis focussing primarily on social and emotional development as well as English and maths.
- We run specific interventions such as to address self-esteem and well-being, as well as our Forest School provision for children to encourage risky-play and exploration.
- We used a Virtual Library of resources that have been created by our teachers to support with interventions both in-school and at home.

Approach C: Wider approaches (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision).

- Parental engagement is key to providing a positive and nurturing environment in which our children can foster aspirations and create ambitions.
- Our curriculum enrichment activities are a large part of our provision. In line with current guidelines, where possible, we offer a variety of experiences for all ages and all groups of children, encompassing visitors to school.
- Termly enrichment opportunities for all pupil premium children through our Forest School and Passport to Success.
- Childhood pledge for all children has been achieved.
- Our Attendance Officer provides support for attendance and punctuality which includes, personalised provision.
- Our Speech and Language trained staff support children across the school with varying needs.
- We have close working relationships with our feeder schools to ensure smooth transition of needs for individual children.
- A dedicated sports team provide opportunities for children to attend sports clubs and fixtures across Milton Keynes.

6.0 Strategy Approaches for disadvantaged pupils 2021 to 2022

6.1 Research – led evidence and rationale for approaches

NFER – 7 building blocks:

- Schools have used an average of 18 strategies to support disadvantaged pupils since the Pupil Premium was introduced in 2011. Greater success for disadvantaged pupils was associated with schools using fewer strategies and a combination of metacognitive, collaborative and peer learning strategies
- The way schools implement their strategies is important. The research identified seven distinct ‘building blocks of success’ including: an emphasis on achievement for all pupils, addressing the needs of individual pupils, using evidence in decision-making and responsive leadership
- Schools’ typical pathways to improvement take around three to five years. Beginning with a focus on attendance and behaviour alongside quality teaching, schools can embed their support for disadvantaged pupils, and the most successful are able to contribute to system improvement
- Certain school characteristics have a strong relationship with disadvantaged pupils’ performance. For example, lower performance was associated with higher absence levels and lower proportions of disadvantaged pupils. Schools in London and the North East had better results for disadvantaged pupils. However, these relationships do not entirely explain the variation in disadvantaged pupils’ performance, between otherwise similar schools, demonstrating that schools have meaningful scope to make a difference.

Education Endowment Foundation

- The EEF’s Guide to the Pupil Premium recommends a tiered approach to Premium spending, starting with improving teaching, and then balancing support for targeted academic support with wider support (e.g. to improve attendance and behaviour).
- Nurture Groups are evidenced as a successful approach by the Education Endowment Foundation as an approach to support SEMH needs.

Communication Trust

- Communication Trust research highlights the link between deprivation and low levels of language and language delays.

DfE - The Reading Framework – The Foundations of Literacy Key findings:

- Schools should prioritise reading and make it their mission to ensure every child becomes a fluent reader.
- Engaging children with reading is the single most effective way to raise their life chances.
- Book related talk will introduce the children to language they may not hear in everyday conversation.
- The only effective way to close any gap for those children who are not engaged with books at home is to fully immerse them in book talk from the moment they begin school.
- Comprehension is taught through talking, listening to and talking about stories, listening to and learning poetry and songs.
- Decoding must be taught through a synthetic phonics system consistently applied through school.
- Extending children’s vocabulary with words across domains is particularly important for disadvantaged children who may not be exposed to that vocabulary.

- Children will also need to be explicitly taught the skills of listening through modelling, reinforcing and praise.
- Teachers should choose the stories and non-fiction texts they share with thought and care so that children are exposed to both familiarity and diversity. Reading can be for a range of purposes and elicit many feelings; well-chosen texts will engage children's curiosity and emotions.
- Schools should identify a core set of stories for each year group and revisit and refresh that list regularly. Supplement the story spine with additional books that are the teacher's choice.
- Storytelling should be an intrinsic part of classroom practice so that children can listen to language modelled, connect with characters and deepen understanding. Reading aloud should be a school priority.
- Schools should select a synthetic programme and keep fidelity to the scheme so to avoid any terminology confusions.
- Common exception words will be linked to the phonics programme.
- It is essential that pupil's reading books are pitched correctly to support their developing phonic knowledge.

6.2 Approaches to Achieve Outcomes

Approach A – Teaching and Professional Development for Teachers (to support and improve teaching and learning)

Teaching and Professional Development	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Challenge to implementation and Mitigation action
Lesson study	Personalised provision	A bespoke programme of improving teaching and learning, focussing on quality first teaching, undertaken between the class teacher and T&L lead.	Children have a personalised plan to support their learning – this may be from an academic support or a pastoral approach.	Time – this will be timetabled every half term for different members of staff across the school, with core lessons as the driver.
SEND specific training - Attachment & Dyslexia	SEMH / SEND needs	Whole-staff to receive training on SEND specific needs of our pupil children – needs that can act as a learning barrier.	Pupil premium children receive personalised interventions that allow them to achieve equally as well as non-pupil premium children across subjects.	CPD – specialist training has been added to the staff meeting schedule.

Data Analysis and Plan for Impact	Understanding the varying needs and wider issues	Class teachers, middle leaders and senior leaders will analyse groups of children and create a 'plan for impact' based on the needs of the children. These may be academic or pastoral.	Pupil premium children achieve equally as well as non-pupil premium children in core subjects.	CPD on using the data system – Otrack for the primary phase and EExAT for the early years phase – and creating plans. CPD schedule has planned sessions allocated.
Subject leader training and development	Cognitive retrieval	CPD schedule is outlined on the whole school planner identifying training focus as well as monitoring activities, this will support the implementation of a highly effective curriculum provision.	Pupil premium children achieve equally as well as non-pupil premium children in all aspects of the curriculum. Subject leaders are able to confidently identify barriers and provide support to overcome these in their curriculum area. Subject leaders will ensure enrichment opportunities are in place for all pupils considering pupil premium children and cultural capital provision within their curriculum area.	Time frame – this will be addressed through scheduled CPD sessions, live leadership sessions for all subject leaders and planning meetings to include opportunities for retrieval practice.
Projected spending	£8,150			

Approach B – Academic support (targeted academic support – whole school, group and personalised)

Academic support	Pupil Premium barrier	Activities/ Actions	Success Criteria/	Challenge to
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	addressing		Measure	implementation and Mitigation action
Interventions	Low prior attainment levels	A skilled HLTA will be deployed across the school to support academic interventions to close gaps in learning.	Pupil premium children achieve equally as well as non-pupil premium children in core subjects.	Timetable – each child’s allotted time will not hinder other learning opportunities.
After-school tuition	Cognitive Retrieval and Long-term memory	Class teachers will deliver academic interventions to close gaps in learning. These will be linked to the core subjects.	Through book looks and pupil voice, pupil premium children demonstrate doing more, knowing more and remembering more.	Attendance – parents will agree to support the school through a signed agreement that their child attends 100% of these tuition sessions.
Video library	Cognitive Retrieval and Long-term memory	A virtual library of videos has been created by teaching staff to support academic interventions across the school.	Pupil premium children achieve equally as well as non-pupil premium children in core subjects.	Technology – timetable of booking out chrome books and iPads has been established.
Read, Write, Inc Book	Phonics fluency	Oxford Reading Tree books are to be replaced with RWI scheme books that link directly to their phonics ability.	Pupil premium children are successful whilst developing their fluency and make progress within phonics, inline with non-pupil premium children.	CPD – the phonics lead will deliver live co-teaching to support the delivery of Read, Write, Inc.
Projected spending	£40,100			

Approach C - Wider strategies (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision)

Wider strategies	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Challenge to implementation and Mitigation action
Social skills programme during lunch playtime	Social and emotional interaction	The PE team will create a structured timetable of activities and support in the delivery of these.	Pupil premium children will be successful in resolving conflict independently and engaging with their peers during team games.	CPD – all staff outside will receive training of how to develop social skills and resolve issues outside of the classroom.
Parent Liaison officer to promote and lead parent workshops	Readiness for life	A Parent Liaison Officer will work on early help, signposting parents where appropriate and holding workshops that strengthen the link between home and school.	By the end of the academic year, 100% of pupil premium families will have attended a workshop or event coordinated by the Parent Liaison Officer.	Attendance – a register will be kept of families attending, with the Parent Liaison Officer offering support to engage all.
Attendance Officer	Engagement	An Attendance Officer will create a programme of support to increase attendance, working with families and targeted persistent absence.	The attendance of pupil premium children is inline with the national average of 96.2%.	Approach – each family may need a personalised programme of support depending on the barrier affecting attendance.
Sports club and fixtures	Access & transport	Free of charge after-school sports club run by the PE team and fixtures with other schools within Milton Keynes will be offered to all children.		Attendance -

Cost of trips subsidised	Wider experiences	Trips will be analysed on a trip by trip basis in order to subsidise for any pupil premium families.	100% of pupil premium children attend trips organised by the school.	Parental engagement – the Parent Liaison Officer will reach out to any families who may need support.
Speech and language support	Confidence & Engagement	Two trained members of staff will deliver personalised speech and language support across the school.	100% of pupil premium children will make personalised progress on their starting and end points within the support.	Time – speech and language sessions are timetabled across the school, in conjunction with year-group learning.
SEMH support – Nurture Room	Engagement	The Learning Mentor will create a nurture room and deliver a nurture programme to support children’s confidence within the mainstream classroom.	100% of children attending the nurture programme are transitioned back into the classroom for all learning.	CPD – the learning mentor to work with the SENDCo to ensure the provision is purposeful and makes impact.
Personalised provision – ‘talent spotting’	Access & Opportunity	A Pupil Champion (staff member) will plan opportunities for children to excel with a talent that they may not be able to fulfil outside of school.	Pupil premium children are able to showcase and nurture a talent, often not academic, to develop their aspirations.	Accessibility – finding the resources on offer to support the talents identified.
Forest School	Safe risk taking	Weekly sessions in the forest area based upon learning happening in the classroom.	Children are more confident in risk taking, exploration, nature and have a more open minded, growth mindset approach to learning.	Staffing & dress - ensure appropriate staffing available. Appropriate dress for use in all weathers.
Projected spending	£81,871			

2021 to 2022 Total Projected spend:

£130,121

7.0 Review of 2021 to 2022 aims and outcomes

Priority	Impact/ Outcome Achieved	How is this informing 2022 to 2024?