

# Pupil premium strategy statement – Rickley Park 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	448
Proportion (%) of pupil premium eligible pupils	106
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	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Nicole Bramwell (Headteacher)
Pupil premium lead	Maddie Boothroyd
Governor / Trustee lead	Becky Skillings

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,865
Recovery premium funding allocation this academic year	£17,255
Pupil premium (and recovery 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>	£167,120

## Part A: Pupil premium strategy plan

### Statement of intent

At Rickley Park, we 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.

### Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress
2	Attendance
3	Readiness for Life

4	Parent Engagement
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## 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
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	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.
Increased attendance rates for pupils eligible for pupil premium, to be inline with the national expectation of 96.2%.	An Attendance Officer will create a programme of support to increase attendance, working with families and targeted persistent absence.
100% of children to have completed their Passport to Success by the time they leave Rickley Park Primary	100% of children will have access to wider life experiences and children are more confident in risk taking, exploration, nature and have a more open minded, growth mindset approach to learning.
100% of parents of children in receipt of pupil premium grant to attend workshops or events coordinated by the Parent Liaison Officer.	A Parent Liaison Officer will work on early help, signposting parents where appropriate and holding workshops that strengthen the link between home and school.

## 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: £8,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lesson Study – personalised provision</i>	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every	1

	<p>teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvementplanning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvementplanning/1-high-quality-teaching</a></p>	
<i>SEND specific training – attachment &amp; dyslexia</i>	<p>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</p> <p><a href="https://educationendowmentfoundation.org.uk/Special-Educational-Needs-in-Mainstream-Schools-EEF">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3
<i>Data Analysis and Plan for Impact</i>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments</p> <p><a href="https://educationendowmentfoundation.org.uk/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf">5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf (website-files.com)</a></p>	1

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

Budgeted cost: £40,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Interventions</i>	<p>Through small group lessons in core subjects, high quality feedback is always given. The children have the opportunity to engage with each other and the adults around the room and receive more personalised learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/feedback</a></p>	1
<i>Tuition</i>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	1

	<p><a href="#">One to one tuition   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<i>Video Library for staff CPD</i>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvementplanning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvementplanning/1-high-quality-teaching</a></p>	1
<i>Read, Write, Inc</i>	<p>Some children need extra support from the beginning. Schools should identify such children as soon as they begin to fall behind their peers.</p> <p>To enable children to keep up, they should be given extra practice, either in a small group or one-to-one, whether or not a specific reason has been found.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000989/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_4_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000989/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_4_.pdf</a></p>	1
<i>Speech &amp; Language intervention</i>	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.</p> <p><a href="#">Literacy   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1, 3

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

Budgeted cost: £119,362

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Social skills programme during unstructured playtimes</i>	Social and emotional skills support effective learning and are linked to positive outcomes later in life.	1, 2, 3

	<a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	
<i>Attendance Officer</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">Improving School Attendance</a>	1, 2, 4
<i>Extracurricular Clubs &amp; Subsidised off-site trips</i>	Wider experiences	1, 2, 3, 4
<i>Nurture Room – SEMH</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialand-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialand-emotional-learning</a>	1, 2, 3
<i>Forest School</i>	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully: <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3

**Total budgeted cost: £167,612**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Priority	Impact/ Outcome Achieved	How is this informing 2023 to 2024?
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	The EYFS gap has narrowed to -4% PP vs. Non-PP. There is still work to be done in key stage 2 with the widest gap at -23% PP vs. Non-PP.	Continue with School-Led Tutoring and Teacher-led interventions.
Increased attendance rates for pupils eligible for pupil premium, to be inline with the national expectation of 96.2%.	96.1% (the rest of the school average was 96.4%). The introduction of using our school minibus to collect pupils has helped to increase our percentage.	Our Attendance Officer will work with families to monitor and improve attendance. Continue to use the school minibus to collect pupils.
100% of children to have completed their Passport to Success by the time they leave Rickley Park Primary	Achieved with the opportunities available to year 6 in their final year: attend a residential, go swimming, go on a coach, attend Forest School, represent the school in a sporting team, be part of pupil governance, visit a library in the community, fundraise, stay safe online, listen to an author, work with others on an art project.	Continue to plan for the extra-curricular opportunities to enable all of our children to complete their Passport to Success.
100% of parents of children in receipt of pupil premium grant to attend workshops or events coordinated by the Parent Liaison Officer.	Successful cookery workshop, community cafe and phonics workshop, with additional content uploaded to our school website (Parent Zone). Broaden the scope of workshops / information sessions on offer, involving community groups.	Continue to offer workshops to parents based on need – education, community and cost of living.

### 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

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