

Pupil premium strategy statement- Raeburn Primary School

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	Raeburn Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2023
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Ms Jennifer Bushell
Pupil premium lead	Mrs Laura Coll
Governor / Trustee lead	Mrs Lynne Decker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,000
Recovery premium funding allocation this academic year	£4495
School Led Tutoring funding	£4591
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62,086

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a 'Catch Up' Enhanced Teaching Assistant to Year Groups - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through teachers.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target children on Free School Meals to achieve Age Related Expectations as well as other vulnerable children.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour and attendance support

Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement in Reading and phonics.
2	School closures due to covid have impacted the children's learning.
3	Narrowing the attainment gap across Reading, Writing and Maths.
4	Effects of school closures on pupils' social, emotional and mental health.
5	Attendance and Punctuality issues.

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
Increased progress in Reading, Writing and Maths	Achieve national average progress scores in KS2 Reading, Writing and Maths
Increased percentage of pupils achieving the phonics screening standard in Year 1.	For all Pupil premium pupils to achieve the Year 1 phonics standard

Narrow the attainment Gap between disadvantaged and all other pupils.	Pupil premium pupils will be given priority for support and intervention in order to close the attainment gap.
To improve the social, emotional and mental health of pupils.	Ensure pupils receive support for their social, emotional and mental health in order for them to learn effectively.
To improve attendance and punctuality for pupils.	Pupils and families receive support for improved attendance in school.
To increase the opportunities for learning by supplementing school residentials and visits where appropriate.	Pupils will experience the same opportunities as all other pupils enhancing their learning and knowledge of the wider world.

Activity in this academic year

This details how we intend to spend our pupil premium (recovery premium funding and school led tutoring) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Level 3 TA designated time to coach and work with staff and pupils on RWI to ensure high quality teaching and learning of phonics and reading across KS1 is embedded. This will be 1:1 with pupils and small groups.</i>	<i>EEF(+5) 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i>	1,2
<i>A member of SLT will work with staff in Teaching and Learning teams to mentor staff and peer coach in order to provide high quality teaching and learning for all pupils. (costs of release for staff member to be confirmed)</i>	<i>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support staff, particularly newly qualified teachers, so we have created Teaching and Learning teams to improve the quality of teaching throughout the school.</i>	2, 3

<p>TA appointed to work across Years 4 and 5 to improve the progress and attainment of vulnerable pupils in reading, writing and maths. She will work on interventions for reading as well as quick intervention as a point of need for Maths. These pupils have been identified from internal data.</p>	<ol style="list-style-type: none"> 1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. 2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. 3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. 4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. 5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 10,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tutoring (first £4591 NTP funded) £10,800 This will allow 40 pupils across ks2 in small groups to targeted support in hourly sessions outside of the school day(15 hours per child)</p>	<p>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>2,3</p>

	<p><i>Having analysed our cohorts we have identified that pupils in Years 3-6 need support to address gaps in maths. Due to Covid we have identified that reading and maths within Year 5 has some gaps that could be effectively addressed through intensive tuition.</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Head teacher and Family support Officer to work ½ day a week to analyse attendance and contact low attenders. Attendance officer to complete First Day Call and support families to raise attendance / punctuality.</i></p>	<p><i>EEF (+4mts)</i></p> <p><i>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</i></p> <ul style="list-style-type: none"> <i>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</i> <i>• general approaches which encourage parents to support their children with, for example reading or homework;</i> <i>• the involvement of parents in their children's learning activities; and</i> <i>• more intensive programmes for families in crisis.</i> 	<p>4,5</p>
<p><i>TA 3 to work with pupils from vulnerable families to improve the social, emotional and mental health of pupils.</i></p>	<p><i>EEF (+4)</i></p> <p><i>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</i></p>	<p>4</p>

<p><i>Contributions for residential visits and music lessons/sports clubs. This will enable all children to have wider opportunities in line with their peers and encourage improved academic attainment in other curriculum areas.</i></p>	<p>EEF EVIDENCE- +4MTHS 1. <i>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</i> 2. <i>The research summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</i></p>	
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Total budgeted cost: £ 65,800