

Pupil premium 3 year strategy statement- Raeburn Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 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	463
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2026
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	£73,980
Recovery premium funding allocation this academic year	£5945
School Led Tutoring funding	£4860
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	£78,840

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	A significant number of our disadvantaged children also have recognised special educational needs and this impacts on their overall attainment and progress.
2	Effects of early childhood trauma, attachment needs and emotional needs on overall attainment and progress on a significant number of our disadvantaged pupils.
3	All children's social and emotional wellbeing has been impacted by their experiences through the pandemic and as such many of our disadvantaged children now require increased levels of support to develop strong attitudes to learning, their self-esteem and engagement in learning.
4	Due to the impact from covid, the attainment gap in pupil premium children has grown in Reading, Writing and Maths.
5	Lack of parent engagement from a proportion of parents of our disadvantaged children, specifically a number of FSM families e.g. attendance at Parents' Evenings, curriculum workshops, support with homework, ensuring a consistent approach to learning and behaviour in and out of school. This impacts on their overall attainment and progress. Attendance of some of our pupil premium pupils is inconsistent.

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
Improve the quality of teaching for disadvantaged pupils	<ul style="list-style-type: none"> Teaching of disadvantaged pupils is at least good and better. Quality teaching results in disadvantaged pupils making the same levels of good progress and achieving the same achievement standards as non – disadvantaged pupils.
To improve the social, emotional and mental health of pupils, therefore improving behaviour across the school.	<p>Ensure pupils receive support for their social, emotional and mental health in order for them to learn effectively. Reduction in behaviour incidents in and out of class, with children taking responsibility and reflecting on their behaviour choices positively.</p> <p>Disruption during learning is minimised resulting in high levels of attentiveness, more opportunities for challenge and engagement, and higher rates of progress and achievement as detailed in outcomes section above.</p>
Outcomes for disadvantaged pupils from different PPG groups are improved compared to previous years.	Outcomes for pupil premium children to improve from 2023 with all pupil premium children making good progress.
Attendance to continue to be high for disadvantaged children	<ul style="list-style-type: none"> Individual disadvantaged pupils having an attendance of 96% or above A reduction in persistent absence <p>Lateness for disadvantaged pupils minimised through effective tracking and parental engagement.</p>

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: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>Reading and comprehension are the fundamentals of learning and understanding so an increase in targeted support within these areas serves to aid disadvantaged pupils improve further, across the curriculum whilst also developing self-confidence, resilience and engagement. Research shows an average of 5 months' additional progress can be achieved, along with developments in independent and collaborative learning strategies.</p> <p>Phonics High impact for very low cost based on very extensive evidence</p> 	<p>1,4</p>
<p>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.</p> <p>SLT to work closely with staff supporting children displaying on-going challenging behaviour and learning engagement patterns and those children.</p> <p>(costs of release for staff member to be confirmed)</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>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 continued to develop our Teaching and Learning teams to improve the quality of teaching throughout the school as well as focussing on consistent approaches to behaviour.</p> <p>A number of our disadvantaged children have displayed challenging patterns of behaviour and low levels of engagement in learning over a period of time. Over the past year SLT have developed a problem solving approach. This has effectively supported all adults involved with an individual child in school to develop tightly consistent and bespoke plans to support their individual needs.</p> <p>Behaviour interventions Moderate impact for low cost based on limited evidence.</p> 	<p>2, 3</p>

<p>TA appointed to work across Years 4,5 and 6 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>	<p>1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>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.</p> <p>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.</p> <p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects</p> <div data-bbox="391 741 1316 929"> <p>Mastery learning High impact for very low cost based on limited evidence</p> <p>£ £ £ £ £ £ £ £ £ £</p> <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence.</p> <p>£ £ £ £ £ £ £ £ £ £</p> </div>	<p>1,4</p>
<p>Implement the behaviour policy, supported by social and emotional interventions.</p> <p>My Happy Mind and whole school initiative using THASP approaches.</p>	<p>Building on the success of nurture and behaviour support sessions by one of our Teaching Assistants, an additional mental health role has been created to support pupils with emotional needs every afternoon in school. Many of our disadvantaged children require additional support from class teachers and support staff to ensure they are ready to fully access the curriculum, engage positively and develop self-esteem and confidence within lessons. This approach has clearly accelerated progress and raised attainment outcomes higher than they were previously on track to achieve.</p> <p>There is also the rationale of a wider school benefit, where less disruption within classes means an environment more conducive to learning for everyone.</p> <p>We have bought into THASP which is a coach who works with staff in school to develop strategies on how to support each other, children, parents and the wider community with their mental health and to enable staff to use strategies to support pupils with emotional difficulties.</p> <div data-bbox="391 1592 1316 1668"> <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p> <p>£ £ £ £ £ £ £ £ £ £</p> </div>	<p>2,3,4</p>

<p>Specialist SALT TA involvement to develop plans for speech and language skills for our disadvantaged children.(1/2 day per week)</p>	<p>A number of our younger disadvantaged pupils will benefit from additional oral language development as highlighted in their initial Wellcom speech and language toolkit. This work is delivered by class staff wherever possible but guided and supported by our specialist SALT TA (trained for school level advice by local SALT team).</p> <p>Oral language interventions   </p> <p><small>Very high impact for very low cost based on extensive evidence.</small></p>	<p>1,2,3,4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 9720

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tutoring (first £4860 NTP funded) (£9720-for school)This will allow 48 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)</p> <p>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>Having analysed our cohorts we have identified that pupils in Years 3-6 need support to address gaps in maths and Reading.</p> <p>Due to the impact of previous lockdowns, we have identified that reading and maths within Years4-6 has some gaps that could be effectively addressed through intensive tuition.</p>	<p>1,2,4</p>

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

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p> <p>-One page profiles created for PPG pupils created to ensure pupils' needs and strengths are fully understood and met</p>	<p>EEF (+4mts)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. 	<p>4,5</p>
<p>Residential/Outdoor Visits</p> <p>Residential visits are proven to support growth mind sets, increase confidence and teach team building skills.</p> <p>Children learn vital life skills of perseverance and resilience and this in turn impacts on their academic progress within lessons as they are able to apply these skills when back in the school environment.</p> <p>Budgeted school contributions are funded at 60%</p>	<p>Residential visits are proven to support growth mind sets, increase confidence and teach team building skills.</p> <p>Children learn vital life skills of perseverance and resilience and this in turn impacts on their academic progress within lessons as they are able to apply these skills when back in the school environment.</p> <p>Budgeted school contributions are funded at 60%</p>	<p>2,3,5</p>

Total budgeted cost: £ 86,720

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 2022 to 2023 academic year.

Intended outcome	Success criteria	Impact Dec 2021-July2022								
Increased progress in Reading, Writing and Maths	Achieve national average progress scores in KS2 Reading, Writing and Maths	<table border="1"> <thead> <tr> <th>SUBJECT</th> <th>Summer 2023</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>71%</td> </tr> <tr> <td>WRITING</td> <td>62%</td> </tr> <tr> <td>MATHS</td> <td>81%</td> </tr> </tbody> </table> <p>The table shows the percentages of pupil premium pupils attaining ARE/+ at the end of the year.</p> <p>The data shows that more pupil premium pupils are achieving ARE in Reading and Maths. Therefore, the gap is closing in these subjects and the extra interventions and support in place is having a positive impact on these pupils.</p> <p>There has been less progress in writing attainment. Writing is a SDP priority from September 2023 and all staff have received training on Pathways to Write to ensure high quality teaching of writing is taking place in the classroom. Interventions and support is being used to focus on the pupil premium pupils as well as other pupils who are not attaining ARE.</p>	SUBJECT	Summer 2023	READING	71%	WRITING	62%	MATHS	81%
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Increased percentage of pupils achieving the phonics screening standard in Year 1.	For all Pupil premium pupils to achieve the Year 1 phonics standard	<p>Phonics screening results- 2023-85%</p> <p>Reading and Phonics will remain a priority for next year as the extra support children are receiving is having an impact in increasing attainment. In summer 2023, 29% of pupil premium pupils did not pass the phonics screening test. This was 2 out of 7 pupils.</p>								
Narrow the attainment Gap between	Pupil premium pupils will be given priority for support and	Pupil premium pupils were given extra 1:1 tuition Y3-Y6 where appropriate from Feb-July 2023. This improved the results								

disadvantaged and all other pupils.	intervention in order to close the attainment gap.	significantly as well as the confidence in reading and maths for these pupils. This will continue again in January 2024 for pupils in years 3-6.
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.	All pp pupils have received support where appropriate for their mental health by working with our school learning mentor. Mindful activities and assemblies have focused on the mental health of pupils. This is also integral throughout all lessons in the classroom. However, this year, we have recognised an increased need for emotional and behavioural support for some of our pupils. Therefore, we have purchased a coach for the year to work with staff and pupils to improve the mental health and well-being of everyone. We have also employed an additional teaching assistant to work with our vulnerable pupils in the afternoons to support with social and emotional strategies.
To improve attendance and punctuality for pupils.	Pupils and families receive support for improved attendance in school.	Attendance of pp pupils is closely monitored. There has been 1 persistently absent pupil and their attendance has been closely monitored. TAF Meetings have taken place with parents and new strategies are now in place to improve attendance. The mental health team are involved as well as an Educational psychologist. Attendance of pupil premium pupils was 91.6% including the persistent absentee and 93.9% not including the persistent absentee at the end of Summer 2023. This is still below our target, therefore remains a priority for next year.
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.	PP pupils are invited to all extra curricular events and clubs. Some pupils have been subsidised where this has been a barrier for attendance. This has ensured that all pupils have the same opportunities across school. This will remain on the plan for next year as it has a positive impact on all pupils.