



PUPIL PREMIUM STRATEGY STATEMENT

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

Metric	Data
School name	Raynville Academy
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	159 pupils 38.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Amanda Bennett CEO
Pupil premium lead	Jane Hopwood & Gina Balsdon
Governor / Trustee lead	Sarah Tulip

Funding overview

Metric	Data
Pupil premium allocation this academic year	£221,988
Recovery premium funding allocation this academic year	£23,780 (164 x £145)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,922
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	£251,690

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the Local Governing Body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential.

- 🌍 To ensure Pupil Premium children's progress and attainment is equal to or greater than their non-pupil premium peers.
 - All staff recognise and accept that the vast majority of pupils' progress comes out of quality First Teaching and Learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking, communication and language skills and clear assessments that support learning.
- 🌍 To ensure that Pupil Premium children have the same access/opportunities for learning as the rest of the school.
 - Support is given to ensure that all pupils have full access to broad educational experiences, such as trips, residential visits and competing in sporting and cultural events
- 🌍 To ensure that Pupil Premium children attend school regularly and the level of persistent absence is reduced.
 - Staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to ensure early identification of need and positive change is nurtured.

"The use of additional funding is also effective in enhancing the learning of pupils who have special educational needs (SEN) and/or disabilities, and those from disadvantaged backgrounds." (OFSTED report December 2018)

Challenges

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

Challenge number	Detail of challenge
1	Financial and social pressures impacting upon parents' ability to ensure their children have the best start to life
2	Lack of early life experiences – access to play, language, books, positive relationships and boundaries...
3	Intergenerational limited aspirations and engagement with education
4	Limited engagement with health services and other support networks that would assist children's global development and readiness for school
5	Inherited lags and gaps in children's knowledge and understanding requiring bespoke 1-1 and therefore continuous CPD
6	The wide range of the barriers to our children's learning and home circumstances that impact on their mental and physical wellbeing

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
Pupil Premium children's progress and attainment is equal to or greater than their non-pupil premium peers	Pupils achieve at or above national average progress scores in KS2. Progress of PP children is at least in-line with non-PP children with many making accelerated progress
Pupil Premium children have the same access/opportunities for learning as the rest of the school	PP children all accessing trips/visits and sporting opportunities
Pupil Premium children attend school regularly and the level of persistent absence is reduced	Attendance figures for pupil premium children will increase over the 3-year plan to become broadly in line with non-PP children
Parents/carers positively engage in all areas of school life – attendance, parent's workshops, parent's evenings, homework...	Percentage of parents of PP children engaging is increased

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: £33,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff receive paid-for training to deliver the Read Write Inc. phonics scheme effectively. To happen Autumn term 2 (To include KS2 staff for those children in KS2 requiring phonic support)	<i>“Phonics approaches have been consistently found to be effective in supporting younger readers”</i> – Education Endowment Fund (EEF)	2&5
Improve the educational outcomes in mathematics using The White Rose Hub maths approach – ensuring CPD and support in place to complement resources.	Our maths results have improved year by year and this new approach refines what we trailed during lockdown. EEF & DFE	2&5
Staff CPD and coaching on the EEF metacognition and self-regulation report	Metacognition document Metacognition document 2	
Roll out of new PSHCE curriculum – ensuring CPD and support in place to complement resources.	The “My health my school” results evidence areas of need that this will address	1,2,3,4&5

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

Budgeted cost: £94,272

Activity	Evidence that supports this approach	Challenge number(s) addressed
To plan, deliver and evaluate high quality feedback and targeted interventions matched to individual needs.	From specific diagnostics that accurately identify gaps in knowledge/barriers to learning	2,5&6
Provide small group/1-1 support for those identified as causing a concern – including pre-teaching and same day live interventions	<i>“Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better”</i> – EEF	2&5

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

Budgeted cost: £123,918

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify, deliver, and evaluate appropriate support for children and families experiencing difficulties in attending school including support with breakfast club facilities	Data shows that children with better attendance and punctuality make more consistent progress with their learning. EEF	1,2,3,4,5&6
Identify, deliver, and evaluate appropriate support for children and families experiencing difficulties with their social, emotional and mental health	Our evidence shows that children with better developed SMEH skills thrive and achieve well. EEF	1,2,3,4,5&6
Parental engagement to support children’s learning, health, and development at home (i.e., home reading, home learning, diet, exercise, health appointments...)	Children who are physically and emotionally resilient are more ready to learn. EEF	1,2,3,4,5&6

Total budgeted cost: £251,690

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 2020 to 2021 academic year.

	Reading			Writing			Maths		
	Y2	ALL	PP	Y2	ALL	PP	Y2	ALL	PP
YEAR 6 DATA	66%	83%	71%	41%	81%	74%	54%	81%	70%
YEAR 5 DATA	69%	68%	60%	66%	61%	55%	70%	69%	63%
YEAR 4 DATA	74%	77%	76%	66%	64%	63%	73%	69%	63%
YEAR 3 DATA		64%	52%		55%	41%		62%	41%
	EYFS	ALL	PP	EYFS	ALL	PP	EYFS	ALL	PP
YEAR 2 DATA	63%	62%	50%	63%	54%	41%	63%	63%	38%
YEAR 1 DATA	63%	55%	45%	63%	60%	50%	63%	51%	41%
EYFS DATA	GLD = 67.2%								

Those strategies that we were able to continually act upon throughout the disruptions of lockdowns worked well. Some strategies were not able to have the impact we desired due to the aforementioned disruptions.

Whole school ethos for attainment for all – we fulfilled the safeguarding aspect of this strategy and had an increased need to support vulnerable families and learners throughout the lockdown including delivery of vouchers/food, support with home learning, access to devices... We were not able to offer the range of external activities due to national restrictions.

Addressing behaviour and attendance – we were able to target some families for breakfast club in school and some were supported with food deliveries to home. Absences and attendance were monitored differently during the lockdown and more home visits and calls were made.

High quality teaching for all – staff were staff was able to make a positive difference as our internal data corroborates. Lockdown resulted in smaller teaching groups that impacted positively on the attainment and progress of these pupils

Meeting the needs of individual learners – again, we were able to meet the needs of our children, though they were different to those in the plan due to the nature of the lockdown. A lot of support around mental wellbeing and wellness has had a positive impact and is evidenced by how settled the year 6 were when they left and how well the other children settled back to school this September.

Deploying staff effectively – despite lockdowns and the new EFYS early adopter curriculum, we were able to achieve our best GLD results thus evidencing impact.

Data driven and responding evidence – we were able to hold the meetings around data and had a focus on PP children and those who caused a concern during lockdowns due to home learning engagement. Interventions were successful and teachers handed accurate and useful data on to the next year's teacher ready to ensure children are making progress from the start of term.

Clear responsive leadership – PP children were carefully tracked in terms of achievement and well-being. Appropriate interventions were put in place to support their learning which linked with the catch-up funding.

Externally provided programmes

Names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Nuffield Early Language Intervention (Neli)	Elklan – OUP

Ongoing reflective review

	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Autumn Term	<p>RWI training and resources ordered</p> <p>Book WRM hub training</p> <p>Staff CPD on Metacognition</p> <p>High quality feedback and targeted interventions</p> <p>Supporting children and families experiencing difficulties</p>	<p>RWI training started, and books delivered – staff ready for deliver starting in January 2022</p> <p>Training booked for last week in December 2021</p> <p>CPD delivered to staff</p> <p>CPD delivered to staff and examples shared</p> <p>Increased numbers at Breakfast club</p>	<p>Book look evidenced impact of CPD</p> <p>Plans to support attendance by utilising minibus</p>	<p>Establish coaching for RWI teachers and 1:1 tutors – Reading Leaders. Ensure that the resources are set out and delivery of RWI starts in January.</p> <p>Staff to attend training</p> <p>Ensure this is effectively used across school.</p> <p>Continue to support and monitor feedback and interventions</p> <p>Monitor vulnerable families New mental health support trial using Raynville</p>
	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Spring Term	<p>Coaching established for RWI teachers and 1:1 tutors – Reading Leaders.</p> <p>New resources distributed and delivery of RWI started in January.</p> <p>Staff attended WRM hub CPD session</p>	<p>Weekly sessions held by reading leader.</p> <p>Groups evidencing improvements and children changed as progress made</p> <p>All groups have access to appropriate resources for teaching phonics</p> <p>Work scrutinies evidence impact of CPD and teaching approach</p>	<p>Coaching having a positive effect on staff confidence and delivery – results improving. Clear time commitment</p> <p>Need to ensure we are utilising WRM to the best</p>	<p>Continue to hold coaching and monitoring of groups</p> <p>Assess children to ensure they are in correct groups</p> <p>Continue to monitor.</p> <p>Visit other MAT school teaching from WRM to look at different approaches</p>

	<p>Meeting with new mental health support trial held and fortnightly sessions arranged for after Easter</p> <p>New PSHCE curriculum rolled out. CPD booked in for staff. Leader has liaised with MAT leaders about subject</p> <p>Targeted meetings with parents and referrals to cluster made</p> <p>Sessions at school booked in for after Easter about reading, phonics, times tables...</p>	<p>Dates set – monitor impact after sessions</p> <p>Work scrutinies evidence staff using new lessons</p> <p>Impact of cluster work</p> <p>Monitor attendance at meetings and those children's progress</p>		<p>Ensure these are linked to assemblies</p> <p>Check cluster waiting lists</p> <p>Lead sessions</p>
	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Summer Term				