



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	147 pupils 35.9%
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 initially published	October 2021
Date this statement was updated	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Andrew Midgley
Pupil premium lead	Andrew Midgley
Governor / Trustee lead	Lianne Potter

Funding overview

Metric	Data
Pupil premium allocation this academic year	£207,805
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.

Our Pupil Premium strategy is informed by high quality research to ensure we provide the best possible route to improve the educational outcomes of children.

- 🌍 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 non-PP children.
 - 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.

Challenges

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

Challenge number	Detail of challenge
1	There are financial and social pressures impacting upon parents' ability to ensure their children have the best opportunities. Staff observations and pupil interviews corroborate a lack of life experiences and home experiences for disadvantaged pupils – many of our disadvantage pupils are not provided with wider experiences which means that PPM children are less able to draw on life experiences when embarking on new learning in the classroom setting them at a disadvantaged start point.
2	Many of our disadvantaged children have a lack of early life experiences – access to play, language, books, positive relationships and boundaries...this has led to underdeveloped oral language skills and vocabulary gaps. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	There have been intergenerational limited aspirations and engagement with education historically. This has led to some parents of disadvantage children have limited engagement with school. Through gaining support for parents our disadvantaged learners will secure increased rates of progress.
4	Limited engagement with health services and other support networks that would assist children's global development and readiness for school. This has been exaggerated following the pandemic, we have seen an increase in the number of pupils requiring additional social and emotional support so that they develop self-regulation strategies which will support their learning.
5	Attendance has always been a challenge pre-pandemic, but periods of isolation and increased anxieties around the pandemic have led to increased absences. The significant majority of our PA children were PP children. This is in addition to parental engagement within school being low which is an area supported by the pastoral team.

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																
<p>Pupil Premium children's progress and attainment is equal to or greater than their non-pupil premium peers</p> <table border="1" data-bbox="172 479 785 707"> <thead> <tr> <th data-bbox="172 479 357 591">KS2 SATs</th> <th data-bbox="359 479 499 591">PP progress score</th> <th data-bbox="501 479 641 591">Non-PP progress score</th> <th data-bbox="643 479 785 591">LA all-progress scores</th> </tr> </thead> <tbody> <tr> <td data-bbox="172 593 357 627">Reading</td> <td data-bbox="359 593 499 627">4.4</td> <td data-bbox="501 593 641 627">2.6</td> <td data-bbox="643 593 785 627">0.8</td> </tr> <tr> <td data-bbox="172 629 357 663">Mathematics</td> <td data-bbox="359 629 499 663">5.7</td> <td data-bbox="501 629 641 663">3.7</td> <td data-bbox="643 629 785 663">0.9</td> </tr> <tr> <td data-bbox="172 665 357 707">Writing</td> <td data-bbox="359 665 499 707">1.1</td> <td data-bbox="501 665 641 707">-0.2</td> <td data-bbox="643 665 785 707">0.2</td> </tr> </tbody> </table>	KS2 SATs	PP progress score	Non-PP progress score	LA all-progress scores	Reading	4.4	2.6	0.8	Mathematics	5.7	3.7	0.9	Writing	1.1	-0.2	0.2	<p>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</p>
KS2 SATs	PP progress score	Non-PP progress score	LA all-progress scores														
Reading	4.4	2.6	0.8														
Mathematics	5.7	3.7	0.9														
Writing	1.1	-0.2	0.2														
<p>Pupil Premium children have the same access/opportunities for learning as the rest of the school</p>	<p>PP children all accessing trips/visits and sporting opportunities</p>																
<p>Pupil Premium children attend school regularly and the level of persistent absence is reduced In 2021-22, our attendance was – Whole school 92.3%, PP pupils 90.8% and non-PP pupils 93.2%.</p>	<p>Attendance figures for pupil premium children will increase over the 3-year plan to become broadly in line with non-PP children</p>																
<p>Parents/carers positively engage in all areas of school life – attendance, parent's workshops, parent's evenings, homework... In 2021-22 – We ran a WRI phonics workshop for both EYFS and KS1 – we had 45 parents attend these sessions of which 21 were PP pupils' parents Parents' evg – our attendance at these was 94% with only one PP family not attending. (This includes some families that did not attend on the day but were chased up and given appointments later)</p>	<p>Percentage of parents of PP children engaging is increased</p>																

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
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
Staff CPD and coaching on the EEF metacognition and self-regulation report	Metacognition document Metacognition document 2	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

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
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

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
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
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

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 2021 to 2022 academic year.

Progress towards our success criteria –

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

KS2 results table –

KS2 SATs	PP progress score	Non-PP progress score	LA all-progress scores
Reading	4.4	2.6	0.8
Mathematics	5.7	3.7	0.9
Writing	1.1	-0.2	0.2

The purchasing and CPD for our new RWI phonics scheme had a very good impact on result – 85.2% of year 1s passed this year. 5/8 children not passing their phonics were PP and have become a focus for us this year through our 1-1 daily phonics support intervention.

PP children all accessing trips/visits and sporting opportunities

All our pupils were able to access all visits and trips in 2021/22. We took a group of PP children in year 6 to Ireland funded through the British Council. The cost of entry for trips has largely remained the same, but the cost of transport has risen significantly. PP money will continue to be used to bring down costs and support PP children to ensure all educational visits can be accessed. These have been carefully planned to match our curriculum and be local where possible to reduce costs.

Attendance figures for pupil premium children will increase over the 3-year plan to become broadly in line with non-PP children. In 2021-22, our attendance was –

Whole school 92.3%, PP pupils 90.8% and non-PP pupils 93.2%.

We had 22 out of the 25 children causing us concern over attendance (significantly low, annually concerns...) were PP pupils.

We have appointed a new assistant principal to lead on attendance and have already seen a dramatic increase in figures. (23% PA to 11.7% PA)

Percentage of parents of PP children engaging is increased –

We ran WRI phonics sessions for both EYFS and KS1 – we had 45 parents attend these sessions of which 21 were PP pupils' parents.

Both Parent's Evenings had the same procedures. We sent out letters a few days early to parents we know struggle to book and/or attend. This meant that they had secured appointments they knew they could attend. The PIT followed up any families that did not book with phone calls and booked appointments with them. Our attendance at these was 94% with only one PP family not attending. (This includes some families that did not attend on the day but were chased up and given appointments at a later date).

We had our annual anonymous questionnaire for parents in June 2022. The findings were positive –

98.6% of parents agreed/strongly agreed that their child was happy at Raynville Academy

95.8% of parents agreed/strongly agreed that their child was safe at Raynville Academy

97.2% of parents agreed/strongly agreed that their child does well at Raynville Academy

And 97.2% of parents would recommend Raynville Academy to other parents.

We have a stock of uniform for parents if they need it and have ensured our uniform policy is in line with recommendations and affordable. Our breakfast club continues to provide a nutritious start to the day for many children and helps some with attendance – 40% of our children accessing breakfast club are PP with bagels sent home additionally for support.

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 2021	<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 2022	<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 2022	<p>RWI 1-1 tutoring continued</p> <p>WRM resources and teaching in place, small focussed booster groups with year 6 pupils prior to SATs</p> <p>Parents meetings offered and held for the new PSHCE curriculum</p> <p>Breakfast club provision evaluated for September to ensure continuity</p> <p>Extra sessions for mental wellbeing in place and led by staff and external providers.</p> <p>Further support put on for home learning support including parent's sessions on phonics, reading...</p>	<p>Phonics results</p> <p>Outcomes for pupils at progress meetings and external testing results</p> <p>Attendance at meetings</p> <p>Attendance at club</p> <p>Post session questionnaire to children about impact</p> <p>Attendance at meetings and results of phonics</p>	<p>High impact</p> <p>Progress of children attending extra sessions all increased</p> <p>Ensure key parents we know about are invited to initial meeting</p> <p>Offer more sessions – well attended</p>	<p>Continue after re-screening</p> <p>Investigate opportunities for small sessions next year</p> <p>Continue with roll out of scheme</p> <p>Begin in September</p> <p>Continue to deliver sessions</p> <p>Continue to offer sessions</p>

	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Autumn Term 2022				
	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Spring Term 2023				
	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps

Summer Term 2023

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