

Pupil premium strategy statement – Rice Lane Primary School and Nursery 2023 - 2026

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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
Total number of pupils in school	638
Proportion (%) of pupil premium eligible pupils	34.2% (13 CLA)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023 – July 2026
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024 July 2025

	July 2026
Statement authorised by	Mrs L Roach, Headteacher
Pupil premium lead	Mrs K.Carr
Governor / Trustee lead	Ms W Mason

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£261,240
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£261,240

Part A: Pupil premium strategy plan

Statement of intent

- At Rice Lane Primary School and Nursery, we are committed to ensuring that the provision we make secures teaching and learning opportunities to meet the needs of all pupils and that the needs of pupils, who are considered to be vulnerable or socially disadvantaged, are adequately assessed and addressed as part of the additional provision we make through the Pupil Premium. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.
- We will consider the challenges faced by all vulnerable pupils across our school. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.
- Quality First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- The progress and attainment of all pupils and groups of pupils is monitored closely through the school's extensive pupil tracking systems. Pupil progress review meetings are held each term. The progress that pupils make will vary according to the individual needs of each child, but should a concern arise, the provision made for that child will be reviewed and any necessary adjustments made. The school provision map and interventions secured through the pupil premium are adjusted annually to meet the needs of the pupils across the school.

Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate that there is a gap between disadvantaged and non-disadvantaged pupils meeting the expected standard in Reading, Writing and Maths, especially in Year 2 and Year 6. This is also true for the number of children achieving Greater Depth.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5% lower than for non-disadvantaged pupils. Attendance of disadvantaged children in 2022 – 2023 was 89.8%.
5	Previous PASS surveys and teacher observations indicate patterns of low-self esteem, especially among disadvantaged pupils in KS2. Teachers also report that disadvantaged pupils demonstrate lower resilience, stamina and independence.

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
1. Improved reading, writing and maths attainment, including attainment at greater depth, for disadvantaged pupils in KS1 and KS2.	Teacher assessments, NFER and statutory assessments will indicate the difference between disadvantaged and non-disadvantaged pupils' attainment reducing in each year group.

<p>2. Improved vocabulary and language skills of disadvantaged pupils.</p>	<p>Children who receive targeted intervention for SaLT & Wellcomm will make the expected progress and maintain this post intervention. triangulated with observations of teachers, book scrutiny and formative assessment.</p> <p>There will be a year-on-year reduction in number of pupils below age-appropriate standards for language.</p> <p>Wellcomm toolkit to be used as a screening tool that will identify children needing support. Wellcomm assessments will show progress for the individual child.</p>
<p>3.The percentage of disadvantaged children achieving the Year 1 phonics screening will improve.</p>	<p>Phonics data will indicate a higher number of disadvantaged children passing the phonics screening check each year. The gap between disadvantaged and non-disadvantaged will diminish each year.</p>
<p>4. A minimum attendance of 97% for all pupils, particularly the disadvantaged pupils, is achieved.</p>	<p>Increased parental engagement for identified disadvantaged groups (for example attendance at parent meetings).</p> <p>Overall attendance for disadvantaged pupils to increase and there is no gap between disadvantaged and non-disadvantaged pupils.</p> <p>The percentage of persistently absent disadvantaged pupils is at least in line with national data.</p>
<p>5. Disadvantaged pupils' attitude to school and self will improve.</p>	<p>Termly PASS assessments will evidence a positive shift in pupils' attitude. Children will be able to self-regulate when necessary. Children will be able to talk about their feelings and demonstrate understanding of how they can support their own mental health and wellbeing.</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: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics lead to arrange training in the summer term for all staff new to year groups for September 2025.</p> <p>Phonics lead to create individual online training for staff.</p> <p>Phonics lead to complete coaching, mentoring and lesson drop-ins.</p> <p>Phonics lead to work with Ruth Miskin trainer throughout the year to provide continuous staff CPD.</p> <p>Adaptations to the English curriculum to help to improve the writing outcomes throughout school.</p>	<p>Time dedicated for staff CPD.</p> <p>Individualised CPD organised based on prior experience and the needs of individual staff.</p> <p>Phonics lead has made herself available to coach and mentor staff who are new to the teaching of phonics lessons.</p> <p>Termly meetings arranged with trainer to support and provide CPD training for the phonics lead.</p> <p>Year group leads have had the opportunity to work with SIL to make adaptations to the English Plans.</p> <p>Opportunities during staff meeting time for staff to work together to adapt plans for writing improvements.</p>	1
		1, 2, 3

Maths leads to work with SIL on how to make adaptations to Maths to support all learners with the use of manipulatives.

Purchase of online maths resources and manipulatives to support improvements for basic skills in maths.

RM Maths purchased to provide targeted interventions for children.

Year 1 children targeted for maths interventions – children who did not achieve GLD targeted for this.

Dedicated staff meeting time.

My maths, which is an interactive online teaching website to build pupil engagement and consolidates maths knowledge.

Work with SIL to promote and improve the use of manipulatives throughout school – staff meeting.

Observed through lesson drop-ins, book look and children's voice.

Quality first teaching to continue to be a focus. Wole school quality first teaching CPD

Lesson drop-ins, book looks, monitoring, subject monitoring, children's voice and parent questionnaires.

High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and Inset.

Effective subject monitoring includes evaluating PP group books v's Non-PP group and feedback via monitoring documents.



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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phase leaders/year group leads to take over the implementation of interventions and review the impact. All interventions to be evidenced on Edukey.	EEF (June 2021) research found that children could make 5 months progress from receipt of targeted subject related interventions (Wave 2) from trained staff.	1, 2, 3
Funding release time for teachers. Regular Pupil progress meetings. PP Lead to work closely with SENCO.	EEF (June 2021) research found that children could make 5 months progress from receipt of targeted subject related interventions (Wave 2) from trained staff. High quality teaching is the most powerful lever schools have for improving pupil outcomes. However, especially post-pandemic, there may be children in need of additional support with their learning. When one-to-one and small group tutoring	

<p>Additional phonics interventions for PP children.</p> <p>Regular 1:1 reading for targeted children.</p> <p>PP children to be targeted in class.</p> <p>Extra after school tuition for disadvantaged children identified as not achieving the expected standard in reading and maths.</p> <p>PP lead to run Creative Writing After School Club, targeted at PP. Aim being to instil confidence in the art of creative writing.</p>	<p>are implemented well, following key principles, it is likely that it can be impactful. EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 61,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Attendance</u></p> <p>Targeted support for PP families.</p> <p>Wrap around care offered – breakfast club and after school club paid for disadvantaged pupils.</p>	<p>https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	<p>4,5</p>

<p>PP lead to work closely with attendance lead to monitor attendance of disadvantaged pupils, especially those who are persistently absent.</p> <p>Support from EWO.</p> <p>Attendance to be celebrated in assemblies.</p> <p><u>Pastoral support.</u></p> <p>PASS assessments used termly and suitable interventions implemented following data analysis.</p> <p>Regulation stations and sensory areas to be developed.</p> <p>Restorative approach training for all staff and further embedded within school.</p> <p>Parent courses and family support offered.</p> <p>Referrals made for key PP children to external agencies to support with mental health e.g. CAMHS, Seedlings.</p>	<p>https://www.gi-assessment.co.uk/assessments/pass/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	
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<p><u>Other</u></p> <p>The cost of school trips and residentials to be supported for PP children.</p> <p>PP children to be prioritised for wider opportunities and activities.</p> <p>An increased range of extra-curricular clubs to be offered in line with pupil voice suggestions.</p>		

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.