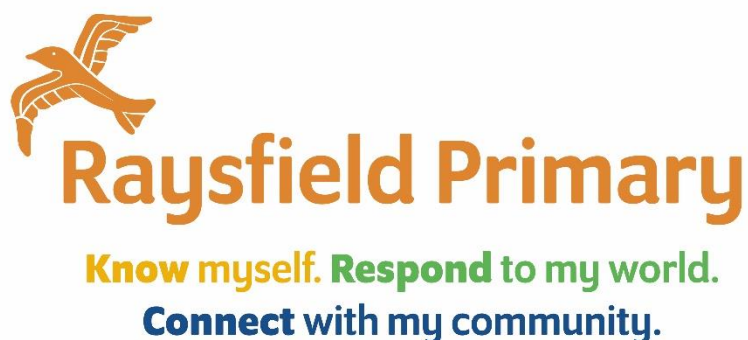


# Pupil premium strategy statement



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

Detail	Data
School name	Raysfield Primary
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019 - 2022
Date this statement was published	28 <sup>th</sup> November 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Mrs Claire Hill
Pupil premium lead	Mr Oliver Heath
Governor / Trustee lead	Mrs Claire Hayward

## Funding overview

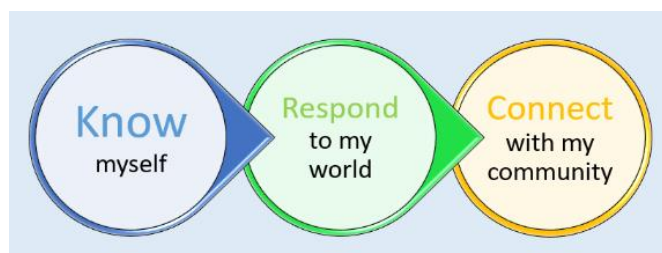
Detail	Amount
Pupil premium funding allocation this academic year	£ 52, 350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£ 52,350</p>
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# Part A: Pupil premium strategy plan

## Statement of intent

*At Raysfield, we have an unwavering pledge to ensure all our pupils become confident learners, who have an intrinsic motivation to succeed and attain well. We are committed to our curriculum vision and these imperatives influence all we do.*



*Our pupil premium strategy is a part of our holistic vision for all our children.*

## Challenges

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

Challenge number	Detail of challenge (what we want to achieve)
1	<i><b>Pupils have positive and established behaviours for learning in order to solve problems, apply resilience to learning tasks, be motivated and have confidence in their own ability to succeed.</b></i>
2	<i><b>Pupils have high levels of attendance.</b></i>
3	<i><b>Families are supported with issues which impact on children's mental health and well-being.</b></i>
4	<i><b>By the end of KS2 pupils achieve the expected standard (or better) in reading, writing and maths, making good progress from starting points.</b></i>
5	<i><b>By the end of KS1 pupils achieve the expected standard (or better) in reading, writing and maths, making good progress from starting points.</b></i>
6	<i><b>Pupils achieve the phonic screening check and can apply sound knowledge to enable them to develop a good level of fluency when reading.</b></i>

## 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
<i><b>Pupils have positive and established behaviours for learning in order to solve problems, apply resilience to learning tasks, be motivated and have confidence in their own ability to succeed.</b></i>	<ul style="list-style-type: none"> <li>• Class charters are established in all classes and a consistent approach is applied by all staff.</li> <li>• 21<sup>st</sup> Century skills are explicitly taught and integral part of the designed curriculum.</li> <li>• There are many opportunities for children's achievements to be celebrated and shared. Inclusion Lead to track engagement levels.</li> </ul>
<i><b>Families are supported with issues which impact on children's mental health and well-being.</b></i>	<ul style="list-style-type: none"> <li>• Family Link Worker is able to engage with families and provide support through early help processes.</li> <li>• Continue CPD for Family Link Worker and facilitate the Family Link Worker network.</li> <li>• Provide therapeutic services to children who are deemed at risk through termly SWAG meeting.</li> <li>• Whole school nurture accreditation is achieved.</li> </ul>
<i><b>Pupils have high levels of attendance.</b></i>	<ul style="list-style-type: none"> <li>• Inclusion Lead manages effective systems (both maintaining and applying the policy) in order to both support and challenge poor attendance.</li> <li>• EWO is used to support policy and procedures to ensure attendance issues do not escalate.</li> </ul>
<i><b>By the end of KS2 pupils achieve the expected standard (or better) in reading, writing and maths.</b></i>	<ul style="list-style-type: none"> <li>• High quality teaching is maintained in every classroom.</li> <li>• Systems are consistent which support children in transition from year to year.</li> <li>• Reading, writing and maths approaches are consistent and progressive from EYFS to Year 6.</li> <li>• Teachers have a good understanding of how to deliver their curriculum, they are well supported and high quality CPD is prioritised.</li> <li>• Teachers are reflective and amend practices to respond to their class needs.</li> </ul>
<i><b>By the end of KS1 pupils achieve the expected standard (or better) in reading, writing and maths.</b></i>	
<i><b>Pupils achieve the phonic screening check and can apply sound knowledge to enable them to develop a good level of fluency when reading.</b></i>	<ul style="list-style-type: none"> <li>• The school maintains an effective system for delivering and assessing phonics regularly.</li> <li>• CPD is provided to staff who deliver phonics.</li> <li>• Reading Assistants are well trained and provide additional support to those identified with gaps in knowledge.</li> </ul>

## 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: £ 26680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Inclusion Lead release time</i>	Providing dedicated time for somebody on the leadership team to support with teaching and learning with a view on those who are disadvantaged. EEF	1, 3
<i>CPD – Professional Growth policy</i>	Good teaching is the most important lever schools have to improve outcomes for disadvantaged children. Teachers to specifically look at instruction, delivery and feedback methods EEF+ 6months	4, 5, 6
<i>CPD – Achieving a consistent behaviour approach</i>	Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; (Whole school Nurture) More specialised programmes to support more specific behaviour through therapeutic services or parents support. EEF + 4months	1

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

Budgeted cost: £ 14,833

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading Assistants</i>	Reading comprehension strategies focus on the learners'	6

	understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. EEF + 6 months	
<i>Teaching Assistants</i>	Teacher led direction to provide post or pre teach opportunities during assembly time. This will be targeted support in direct response to teacher assessment. EEF + 4 months	6
<i>Release time for teaching staff (Y2, Y3 – specific intervention)</i>	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. EEF +4 months	6

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

Budgeted cost: £ 15272

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance services</i>	Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:  <ul style="list-style-type: none"> <li>- approaches and programmes which aim to develop parental skills.</li> <li>- general approaches which encourage parents to support their children.</li> <li>- the involvement of parents in their children's learning activities; and</li> <li>- more intensive programmes for families in crisis.</li> </ul> EEF + 4months	2
<i>Family Link Worker network</i>		2, 1
<i>TA time to deliver therapeutic services</i>		3

**Total budgeted cost: £56,785**

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year.

*In school assessment data was informed by a range of assessment tools used by the school including:*

- *Boxall profile (where appropriate)*
- *NFER standardised test*
- *Exit and entry material for specific units of work*
- *Writing moderation was conducted with a Teaching and Learning advisor and in collaboration with other school.*

## Externally provided programmes

*Please include the 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
There are no external programmes purchased.	

## Further information

### The Learning Lodge provision at Raysfield Primary.

The Learning Lodge is a nurture space which is partly funded through the Pupil Premium grant and the SEN budget to provide a safe, nurturing environment for those who have experienced trauma.

It is staffed by three experienced and highly skilled members of the Raysfield team.

- A part-time teacher
- A HLTA (Nurture Lead)
- A Teaching Assistant (nurture specialist)