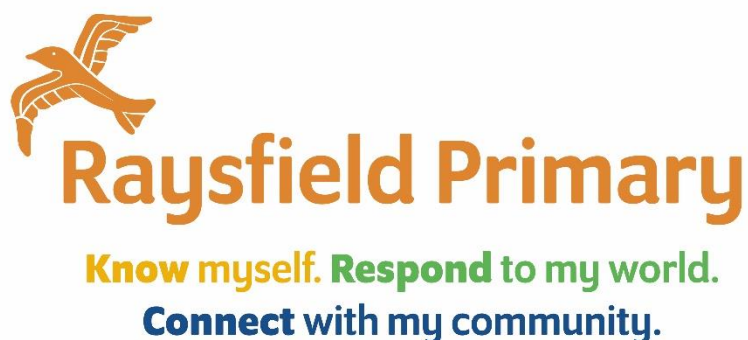


# Pupil premium strategy statement



This statement details our school's intended use of pupil premium funding 2022-23 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	403
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	9 <sup>th</sup> November 2022
Date on which it will be reviewed	<i>X 3 per year in response to assessment check</i>
Statement authorised by	Mrs Claire Hill
Pupil premium lead	Mrs Rachel Mullins
Governor	Mrs Sharon Dewfall

## Funding overview

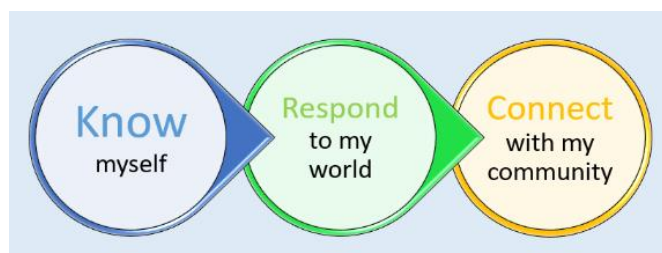
Detail	Amount
Pupil premium funding allocation this academic year	£ 57,810
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

<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>£ 57,810</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	<b>PUPIL LEARNING ATTITUDE</b> <i>We want to encourage pupils to 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.</i>
2	<b>IMPROVED PUPIL ATTENDANCE</b> <i>We want to encourage all pupils to have high levels of attendance. (Currently 94%)</i>
3	<b>FAMILY ENGAGEMENT WITH SCHOOL</b> <i>We want our families to feel supported with issues which impact on children's mental health and well-being, and feel a part of our school community.</i>
4	<b>PUPIL ATTAINMENT IN KS2</b> <i>By the end of KS2 pupils achieve the expected standard (or better) in reading, writing and maths, making good progress from starting points.</i>
5	<b>PUPIL ATTAINMENT IN KS1</b> <i>By the end of KS1 pupils achieve the expected standard (or better) in reading, writing and maths, making good progress from starting points.</i>
6	<b>PUPILS ARE COMPETENT READERS</b>

	<p>Pupils achieve the phonic screening check and can apply sound knowledge to enable them to develop a good level of fluency when reading.</p> <p>Pupils throughout the primary phase can read with competent levels of comprehension and enjoyment, ensuring every subject is accessible to all pupils. Pupils are exposed to a broad and rich vocabulary.</p>
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## 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
<b><i>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.</i></b>	<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>• Calm Spaces are established and used accordingly in every classroom with a consistency in supporting children to self-regulate.</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.</li> <li>• Teachers prioritise knowing all children including their home life, interests and build a positive relationship with them.</li> </ul>
<b><i>Families are supported with issues which impact on children's mental health and well-being.</i></b>	<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. PSHE is taught through Jigsaw and themed assemblies which focus on the cohort and wider schools needs.</li> <li>• Teachers track pupil's emotional wellbeing through the use of the Calm Space and refer concerns to SWAG / Pastoral Lead.</li> <li>• Teachers complete a Boxall profile for every child to monitor wellbeing needs.</li> </ul>
<b><i>Pupils have high levels of attendance.</i></b>	<ul style="list-style-type: none"> <li>• EWO time is increased in order to manage the policy and ensure DfE guidance is implemented.</li> <li>• EWO analyses weekly attendance data to ensure attendance issues do not escalate.</li> </ul>

	<ul style="list-style-type: none"> <li>Teachers build positive relationships with families and use strategies to encourage attendance.</li> </ul>
<p><b><i>By the end of KS2 pupils achieve the expected standard (or better) in reading, writing and maths.</i></b></p> <p><b><i>By the end of KS1 pupils achieve the expected standard (or better) in reading, writing and maths.</i></b></p>	<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>Senior teacher is used to support less experienced teachers, and those identified as needing support on the Professional Growth policy.</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> <li>PIVATs assessment system is used to support specific targets for those identified as working well – below age-related curriculum for Writing, Reading and Number.</li> <li>The curriculum is engaging and texts are carefully considered to ignite the interest of all children, in particular boys.</li> <li>Pupil premium pupil's books are marked first and are monitored by the pupil premium lead.</li> <li>The position of disadvantaged children in the classroom is carefully considered by teacher, as well as the partner they work with.</li> </ul>
<p><b><i>Pupils achieve the phonic screening check and can apply sound knowledge to enable them to develop a good level of fluency when reading. Pupils throughout the primary phase can read with competent levels of comprehension and enjoyment, ensuring every subject is accessible to all pupils. Pupils are exposed to a broad and rich vocabulary.</i></b></p>	<ul style="list-style-type: none"> <li>The school maintains an effective system for delivering and assessing phonics regularly which is robustly monitored by the Reading Lead every 6 weeks, and swift interventions are applied using RWI system.</li> <li>Regular opportunities for CPD is provided to staff who deliver phonics including weekly practice sessions and live coaching sessions.</li> <li>Teaching assistants are highly trained to run phonics/reading interventions to ensure all children 'keep up not catch up'.</li> <li>1:1 tuition is applied to those falling behind across the primary phase.</li> <li>Fresh Start is used to provide intervention for older children.</li> <li>Word aware strategy is in place and used as part of the teaching sequence.</li> </ul>
<p><b><i>All pupil premium pupils access quality first teaching.</i></b></p>	<ul style="list-style-type: none"> <li>Class overviews ensure all staff are aware of pupil premium pupils, including individual challenges and specific barriers to learning.</li> </ul>

	<p>The school's internal SWAG referral system ensures 'barriers' are discussed and addressed swiftly.</p> <ul style="list-style-type: none"> <li>• CPD is used to enhance consistency in high quality strategies to maintain high levels of teaching practice.</li> <li>• Focussed learning walks by SLT and subject leaders identify strength and learning needs.</li> <li>• Monitoring, Evaluation and Review cycles keep the school in a self-improving cycle.</li> </ul>
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## 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: £16,454

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral 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 – the development of a new relational policy and practice document to support staff to used trauma-informed practice in their day to day interactions</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 / Boxall) 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: £ 18,104

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Accelerated Reader</i>	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques	6

	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

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

Budgeted cost: £ 50,879

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
<i>ELSA (Emotional Literacy Support Assistant)</i>		3
<i>Breakfast Club – FareShare partnership</i>		3

**Total budgeted cost: £85,437**



## 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 -2022 academic year.

<p><i>In school assessment data was informed by a range of assessment tools used by the school including:</i></p> <ul style="list-style-type: none"> <li>- <i>Boxall profile, where appropriate</i></li> <li>- <i>RWI assessment</i></li> <li>- <i>Exit and entry material for specific units of work</i></li> <li>- <i>Writing moderation was conducted with a Teaching and Learning advisor and in collaboration with other school. The school was moderated in KS1 by Local Authority officers.</i></li> </ul> <p><i>Below is a table of the SAT outcomes in KS1 and KS2 in July 2022</i></p>			
KS2 OUTCOMES	READING	WRITING	MATHS
PUPIL PREMIUM (12)	42%	58%	42%
ALL	71%	81%	72%
KS1 OUTCOMES	READING	WRITING	MATHS
PUPIL PREMIUM (4)	25%	50%	25%
ALL	62%	64%	76%

Intended outcome		Impact of work
<i>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.</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>	<p>Class Charters have created a clear set of learning behaviour expectations for all to follow.</p> <p>21<sup>st</sup> Century skills are further developing pupils ability to communicate and articulate their thinking.</p>
<i>Families are supported with issues which impact on children's mental health and well-being.</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> </ul>	Through the SWAG process, a large proportion of families and children have been supported with additional therapies. Between 10% and 15% of pupils at our school.
<i>Pupils have high levels of attendance.</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>	Attendance at the end of the year was 92.1%

<b><i>By the end of KS2 pupils achieve the expected standard (or better) in reading, writing and maths.</i></b>	<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>	<p>See table of outcomes.</p> <p>MER cycle shows quality of lessons was much higher at the end of the year.</p>
<b><i>By the end of KS1 pupils achieve the expected standard (or better) in reading, writing and maths.</i></b>		
<b><i>Pupils achieve the phonic screening check and can apply sound knowledge to enable them to develop a good level of fluency when reading.</i></b>	<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>	<p>RWI scheme has been fully implemented.</p> <p>50% of Pupil Premium children secured the Phonics Check (4 pupils in total)</p> <p>85% of all pupils passed the PSC.</p>