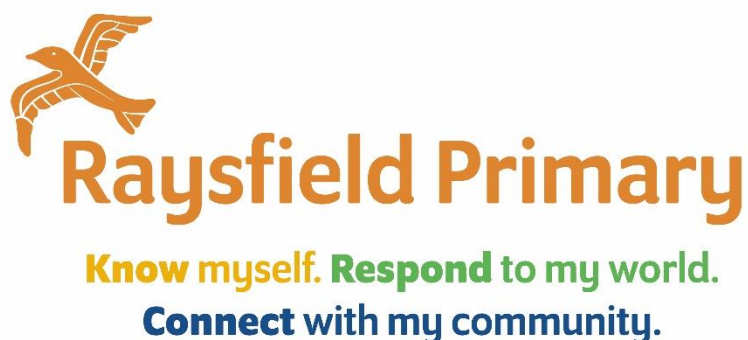


Pupil premium strategy statement



This statement details our school's intended use of pupil premium funding 2024-25 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	401
Proportion (%) of pupil premium eligible pupils	16.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	<i>November, February and May X 3 per year in response to assessment check</i>
Statement authorised by	Mrs Claire Hill
Pupil premium lead	Mr Daniel Botha
Governor	Mr Colin Gould

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 96120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

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	£ 96120
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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	IMPROVE ABILITY TO TALK ABOUT OUR LEARNING <i>We want to encourage pupils to have a wide range of words they understand so they can use these to describe, explain and articulate themselves. This will help them to ask questions, explain their feelings and discuss their learning with their peers.</i>
2	IMPROVED PUPIL ATTENDANCE <i>We want to encourage all pupils to have high levels of attendance. (Currently 93%)</i>
3	FAMILY ENGAGEMENT WITH SCHOOL <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	PUPIL ATTAINMENT IN KS1 AND KS2 <i>By the end of Key Stages pupils achieve the expected standard or better in reading, writing and maths, making good progress from starting points.</i>
6	PUPILS ARE COMPETENT READERS <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>

	<i>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>
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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
<i>Families are supported with issues which impact on children's mental health and well-being.</i>	• Family Link Worker is able to engage with families and provide support through early help processes. • Continue CPD for Family Link Worker and facilitate the Family Link Worker network. • Provide therapeutic services to children who are deemed at risk through termly SWAG meeting. • PACE (playfulness, acceptance, curious, empathy) training for staff team. • Teachers track pupil's emotional wellbeing through the use of the Calm Space and refer concerns to SWAG / Pastoral Lead.
<i>Pupils have high levels of attendance.</i>	• EWO time is increased in order to manage the policy and ensure DfE guidance is implemented. • EWO analyses weekly attendance data to ensure attendance issues do not escalate. • Teachers build positive relationships with families and use strategies to encourage attendance.

<i>Pupil attainment in KS1 and KS2</i>	• High quality teaching is maintained in every classroom. • Systems are consistent which support children in transition from year to year. • Reading, writing and maths approaches are consistent and progressive from EYFS to Year 6. • Teachers have a good understanding of how to deliver their curriculum, they are well supported and high quality CPD is prioritised. • Teachers are reflective and amend practices to respond to their class needs. • PIVATs assessment system is used to support specific targets for those identified as work outside of the national curriculum. The PIVATs tool is used to support target setting for MSPs. • The curriculum is engaging and texts are carefully considered to ignite the interest of all children, in particular boys. • Pupil premium pupil's books are marked first and are monitored by the pupil premium lead. • The position of disadvantaged children in the classroom is carefully considered by teacher, as well as the partner they work with. • The Pupil Premium lead has a raised profile and is a champion for those eligible to ensure they are represented in all aspects of school life.
<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>	• 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. • Regular opportunities for CPD is provided to staff who deliver phonics including weekly practice sessions and live coaching sessions. • Teaching assistants are highly trained to run phonics/reading interventions to ensure all children 'keep up not catch up'. • 1:1 tuition is applied to those falling behind across the primary phase. • Fresh Start is used to provide intervention for older children. • Word aware strategy is in place and used as part of the teaching sequence. • Through engagement with the Chris Such research and our own Mosaic training, we are implementing an effective strategy from Y2 to Y6 and to develop children's fluency and love of reading. Books are gifted to all pupil premium children.

<i>All pupil premium pupils access quality first teaching.</i>	• Class overviews ensure all staff are aware of pupil premium pupils, including individual challenges and specific barriers to learning. • Pupil premium lead tracks children throughout the year and shares the names of children not making expected progress with class teachers – these children become ‘spotlight children’. • The school’s internal SWAG referral system ensures ‘barriers’ are discussed and addressed swiftly. • CPD is used to enhance consistency in high quality strategies to maintain high levels of teaching practice with a particular focus on how children learn best. • Teachers work in triads to support each other and develop best practice. • Focussed learning walks by SLT and subject leaders identify strength and learning needs. • Monitoring, Evaluation and Review cycles keep the school in a self-improving cycle.
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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: £3,500 (curriculum days, subject leader release)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 teaching strategies to support teachers to teach in a style that helps all children in the classroom, in particular those who are most vulnerable or disadvantaged, learn best.</i>	Teaching approaches are developed to create a consistency in teaching styles that caters for all children. Effective Professional Development: Guidance report. EEF + 4months	1, 4, 5

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

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implementation of Mosaic Reading Framework</i>	Reading programme focusses on the learners' fluency and love of reading. Pupils learn a range of techniques which enable them develop their fluency when reading. Including Accelerated Reader, training and assessment system. EEF + 6 months	6
<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.	6

	EEF + 4 months	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,135

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: - approaches and programmes which aim to develop parental skills. - general approaches which encourage parents to support their children. - the involvement of parents in their children's learning activities; and - more intensive programmes for families in crisis. 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

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 2023-2024 academic year.

<i>In school assessment data was informed by a range of assessment tools used by the school including:</i> - <i>Boxall profile, where appropriate</i> - <i>RWI assessment</i> - <i>Exit and entry material for specific units of work</i> - <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>

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>	- New three behaviour rules and new policy implemented. 21st Century skills are explicitly taught and integral part of the designed curriculum. - There are many opportunities for children's achievements to be celebrated and shared.	The three rules have made a huge difference and given us all a language to use to discuss behaviour and hold each other to account on. 21st Century skills are further developing pupils ability to communicate and articulate their thinking.
<i>Families are supported with issues which impact on children's mental health and well-being.</i>	- Family Link Worker is able to engage with families and provide support through early help processes. - Continue CPD for Family Link Worker and facilitate the Family Link Worker network. - Provide therapeutic services to children who are deemed at risk through termly SWAG meeting.	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 have been supported.
<i>Pupils have high levels of attendance.</i>	- The Pastoral Lead role has been established and through this pupils who were not keen to attend are attending better. Use of the Nurture Lodge and Sensory Den to support coming into school is working well. - EWO is used to support policy and procedures to ensure attendance issues do not escalate.	Attendance at the end of the year was 93%
<i>By the end of KS2 pupils achieve the expected standard (or better) in reading, writing and maths.</i>	- High quality teaching is maintained in every classroom. - Systems are consistent which support children in transition from year to year. - Reading, writing and maths approaches are consistent and progressive from EYFS to Year 6. - Teachers have a good understanding of how to deliver their curriculum, they are well supported and high quality CPD is prioritised. - Teachers are reflective and amend practices to respond to their class needs.	See table of outcomes. MER cycle shows quality of lessons was much higher at the end of the year.
<i>By the end of KS1 pupils achieve the expected standard (or better) in reading, writing and maths.</i>		
<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>	- The school maintains an effective system for delivering and assessing phonics we use the RWI system with rigour and our Reading Lead is robust in her monitoring and support for staff. - CPD is provided to staff who deliver phonics.	RWI scheme has been fully implemented. 60% of Year 1 PP children passed the phonic screening check. 89% of Year 2 PP children passed the re-sit.