

Pupil Premium Strategy Statement for Rectory Farm Primary School



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	Rectory Farm Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	32.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	C.Newton
Pupil premium lead	Sarah Heslop
Governor / Trustee lead	Chris Newton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87, 425
Recovery premium funding allocation this academic year	£9,425
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,945
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	£107, 795

Part A: Pupil premium strategy plan

Statement of intent

At Rectory Farm we have high expectations for all our pupils, including those eligible for Pupil Premium funding. Our goal is for all children to leave school by the end of Year 6 with a strong sense of self, having achieved good academic standards so that they are able to begin their secondary schooling with social, emotional and academic confidence and self-belief. Our Pupil Premium Strategy, together with our School Improvement Plan, supports us in achieving this based on key areas of focus.

Our first priority is to ensure high quality teaching so that every class is taught by an effective teacher every day. In order to achieve this, we allocate spending to developing teacher's skills, knowledge and expertise as well as resources to enrich learning.

We have identified children who are not making the expected progress, in part this may be due to the pandemic, and therefore targeted academic support also forms part of our strategy with the aim that children catch up with their higher performing peers.

The development of self-regulation which supports social and emotional wellbeing is paramount if children are to thrive academically. As such, this strategy focuses on building healthy relationships within our school and its community. All stakeholders have a part to play in this, but the roles of the Family Support Worker, Inclusion and Nurture Leaders are key in driving this aspect of the strategy. External organisations such as Thrive provide professional development for our Inclusion Team which ultimately supports the social and emotional wellbeing of our children.

We know that engagement in enrichment opportunities builds confidence and self-esteem and that our strongest protective factor is our connectedness and relationships. As such, we intentionally focus on providing extra-curricular experiences such as performing arts clubs, sports clubs and curriculum enrichment visits at a subsidised cost.

This updated strategy builds upon our previous priorities of developing pedagogy in reading, writing and maths mastery as well as use of evidence-based interventions to support children in keeping up. Investment in enrichment opportunities has been part of our strategy for the past five years and due to its positive impact, we continue to invest in this area.

Challenges

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

Challenge number	Detail of challenge
1	Wellbeing, mental health and safeguarding concerns A significant percentage of pupils in the school who are eligible for PP require a high level of additional pastoral support to access learning.

2	When children enter their Reception Year, a significant percentage of children have EYFS baseline scores which are well below national baseline scores, across all areas
3	PP children within the school have lower attendance rates and rates of lateness than non-PP children. Persistent absences are high amongst PP children.
4	Access to technology and educational materials/ texts
5	A significant percentage of pupils eligible for PP have limited life experiences

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
High quality teaching in every classroom	<ul style="list-style-type: none"> • Base teaching on Rosenshine’s ‘Check for understanding’ • Teachers and TAs target children within lessons to engage in additional ‘in the moment’ feedback, oracy and targeted questioning. • Oracy drives learning across all curriculum areas • A high vocabulary focus across all curriculum areas • Sustaining high quality phonics teaching and taught structured engaging spelling lessons including home support • Rich reading culture with a strong emphasis on reading for pleasure. Disadvantaged children receive additional (often daily) reading opportunities. • Reading intervention for targeted disadvantaged learners • Adaptations to the curriculum and access to the broader curriculum for SEND as well as reduced targeted interventions • Maths mastery enables access for all with ‘dive deeper’ for challenge for all
Targeted academic support for small groups of underachieving disadvantaged children	<ul style="list-style-type: none"> • Identification of children falling behind through formative and summative assessment • Plan and carry out structured, small group (2-3) interventions focused on linking classroom teaching and the curriculum • Review outcomes and adjust focus to ensure continued progress
Improved wellbeing for children and families through social and emotional support	<ul style="list-style-type: none"> • Thrive assessments identify children for nurture provision • FSW continue to foster healthy relationships with families and communicates necessary information to staff in order develop understanding of our community and its challenges. • Thrive approaches, including Zones of Regulation embedded across school • Open classroom opportunities developed • Increased number of parents volunteering • Continued weekly PSHE session developed through oracy talk tactics, unit pre and post assessments and personalised sessions.

	<ul style="list-style-type: none"> • Access to Breakfast Club at a reduced cost for identified families
Continue to prioritise disadvantaged children for enrichment opportunities	<ul style="list-style-type: none"> • Disadvantaged take up of after school clubs increases due to financial incentives • Disadvantaged take up of music lessons increase due to financial incentives • Disadvantaged children continue to access trips out of school due to financial incentive

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: £31,111 (includes crisis pot)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure high quality teaching through CPD , coaching and mentoring based on Rosenshine’s ‘Check for understanding including effective feedback</p>	<p>Quality first teaching is key to accelerating progress. Studies show the impact of high-quality teaching on PP pupils is high; the impact of poor-quality teaching particularly marked.</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes.</p> <p>Kinetic letters shows impact in enabling children to develop core and fluency in handwriting.</p> <p>Explicit and systematic phonics teaching has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)</p>	<p>2</p>
<p>Online packages to build on learning in class support home learning and are monitored by class teachers</p>	<p>Evidence suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work.</p> <p>EEF T&L Toolkit + 5 months</p>	<p>2 + 4</p>
<p>In class support for SEND</p>	<p>Based on Sutton Trust, children benefit from additional support in class rather than being withdrawn. Allocated support ensures that children’s specific learning needs are clearly identified and support is tailored to meet those needs.</p>	<p>2</p>
<p>Update of Letters and Sounds phonic programme to align with DfE regulations</p>	<p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling</p> <p>EEF T&L Toolkit +5 months</p>	<p>2</p>
<p>Loan of devices for children without access to technology to support home learning</p>	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <p>EEF Homework + 5months</p>	<p>4</p>

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

Budgeted cost: £ 18,844

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group Interventions to support progress in reading as well as speech and language intervention for the youngest children.. Children work either 1:1 with an adult or in groups of up to 3 Speech and Language intervention 1:1	EEF T&L Toolkit +7 Oral Language Interventions	2
Small group phonics intervention	EEF Toolkit Small group tuition + 4 months	2
Intervention groups _ 25% of School led tutoring money	Individualised Instruction based on the idea that all learners have different needs and a personalised approach will be effective in supporting progress EEF+ 4 months	2

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

Budgeted cost: £ 56,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
FSW building relationships with families, supporting with safeguarding.	Through healthy relations we can intentionally teach and support social skills, emotional well-being, resilience, self-confidence (Mark Rowland)	1
FSW /attendance officer supporting families with attendance		3
Children attending Breakfast Club to encourage good attendance	Breakfast club shown to have positive impact on attendance Low attendance shown to impact negatively on academic	3
Targeted SEMH support through Nurture Attachment theory and awareness is understood and adopted. Thrive Training for Nurture Lead to further support wellbeing	EEF Toolkit Metacognition and Self-Regulation +7/ Social and Emotional learning + 4	1
Silhouette Youth Theatre- Music tuition/ dance tuition Access to clubs and purchase of resources Subsidised educational visits	EEF T&L Toolkit Arts Impact + 3 months Development of social skills, emotional wellbeing, resilience, confidence and self esteem	5

Total budgeted cost: £ 31,111+ £19,844 + 56,840 = £107,795

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Impact of 2020-2021 Pupil Premium Strategy:

- Whole school phonic training resulted in consistently strong phonic teaching for Year R,1 and 2 and identified children in KS2 made good progress
- Maths mastery further embedded across all year groups
- Children’s love of reading has increased through:
 - The implementation of Class libraries with high quality, with age appropriate texts. And reading fluency interventions
 - Reading fluency interventions which continued through lockdown
- High outcomes for Y6 in 2021 Year 6: Reading, Writing, Maths
- Attendance remained above 96% and children showed 80%+ engagement in remote learning during lockdown due to targeted pastoral support, invitations to learn in school for more vulnerable children and curriculum enrichment opportunities
- An increased number of children receive support in self-regulating their behaviour through investment in Thrive training for staff

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
Y6 home learning	SATS boot camp
Handwriting	Kinetic letters
Multiplication practice	TT rockstars.com
Spelling practice	Ed Shed
Social and Emotional wellbeing	Thrive