

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 | Ringway Primary school |
| Number of pupils in school | 179 |
| Proportion (%) of pupil premium eligible pupils | (49/179) 27% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2021-2024 |
| Date this statement was published | 17th November 2022 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | Lisa Robson |
| Pupil premium lead | Lisa Robson |
| Governor / Trustee lead | Allison Wilson |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £ 72 910 |
| Recovery premium funding allocation this academic year | £ 0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year | £ 72 910 |

Part A: Pupil premium strategy plan

Statement of intent

Decisions made about the spending of our Pupil Premium budget considers the context of our school and the subsequent challenges faced. Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 and cost of living crisis 2022 has also led to higher numbers of pupils qualifying for pupil premium.

Our ultimate objectives are:

- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in all subjects.
- ✓ To ensure that all our disadvantaged children can read fluently and have the basic skills that will allow them to move through the education system so that they are ready for the next stage in education.
- ✓ To ensure families' financial situations don't limit the experiences the child can access during their time at school.

We aim to do this through:

- Giving our disadvantaged children opportunities that they might not otherwise get.
- Having sufficient staff to ensure appropriate interventions, both academic and pastoral.
- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Subsidising experiences for families.

Achieving these objectives:

- Ensure all teaching across school is good.
- Reducing class sizes through the use of groups in mornings (Year 2) thus improving opportunities for effective teaching and accelerating progress.
- Ensure each year group has a full-time teaching assistant who can provide small group / 1:1 work focussed on overcoming gaps in learning.
- Additional teaching and learning opportunities provided via the government sourced NTP – small group tuition done by school led tuition.
- Additional pastoral support.
- Support payment for activities, educational visits and residentials.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Poor parental engagement in Reading - phonics and early reading skills are low due to many children not reading enough at home and the disruptions caused by Covid 19. |
| 2 | Gaps in learning (the need to narrow the attainment gap across Reading, Writing, Maths and Science). |
| 3 | Limited life and cultural capital experiences for some of our pupil premium children impacts on pupil's understanding of elements of the curriculum and restricts their future aspirations. |
| 4 | The well-being of many of our disadvantaged pupils have been impacted by the previous challenges and disruptions of the last 2 years to a greater extent than for other pupils. This has resulted in more significant wellbeing/pastoral and mental health needs. |
| 5 | Attendance and punctuality issues that impacts on learning. |

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 |
|---|--|
| Phonics/ early reading to be taught effectively across appropriate year groups (Challenge 1). | <p>All children have access to good quality phonics teaching across EYFS and KS1 with catch up in KS2 for those who need it.</p> <p>The number of Y1 PP children passing the Summer check to be in line with national. Any children required to retake the Phonics screening in Year 2 passing in line with national and their peers.</p> <p>Very few children entering KS2 not having met the Phonics Screening standard.</p> |
| To achieve and sustain an improved % of children working at age related expectations and increase the number of disadvantaged pupils achieving Greater Depth (Challenge 2). | <p>Data will show an increase of disadvantaged pupils achieving expected standard and greater depth.</p> <p>Data will highlight the NTP programme has had a positive impact on attainment for PP children. In Year 6, this may include more PP children achieving an expected standard on their SATs test paper.</p> |

| | |
|---|--|
| <p>To improve cultural and childhood experiences for all pupils across school (Challenge 3).</p> | <p>Cultural capital experiences (visitors and visits) are planned and embedded throughout our curriculum. A wide range of free or low-cost extra-curricular activities are available to all pupils.</p> <p>Residential planned for Year 3,4,5 and 6 with help provided to ensure finances are not a barrier to disadvantaged children attending these.</p> |
| <p>To ensure the well-being of all children remain a priority of the school to ensure they are able to learn in the most effective way (Challenge 4).</p> | <p>Qualitative data from pupil voice, parent and staff questionnaires and teacher observations.</p> <p>A reduction in the number of well-being/ mental health concerns raised by parents/staff – less CPOMS.</p> <p>Observations of children’s engagement in learning and extra-curricular activities.</p> |
| <p>Ensure good attendance across the school and that attendance of pupil premium children is at least in line with those of the other children in school (Challenge 5).</p> | <p>Ensure attendance of disadvantaged pupils is above 96%</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: £ 27 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Within Year 2 we have a class teacher, an HLTA and a TA (who is qualified as a teacher) to allow the class to be split into smaller groups for extra support. | EEF – As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. | Challenge 1 and 2. |
| All staff to have full or refresher RWI Phonics training. | Evidence shows that teaching phonics effectively using a systematic synthetic phonics programme is the best way to teach children to read. The EEF considers phonics to be one of the most secure and best-evidenced areas. | Challenge 1. |
| Quality of teaching for all: <ul style="list-style-type: none"> - Termly data monitoring and progress discussions. - Interventions targeted to address gaps in learning. - Quality marking and feedback. - SENDCo is not class based to support and monitor. | EEF guide to pupil premium - tiered approach teaching is the top priority, including CPD. EEF toolkit and evidence of best practice. | Challenge 1,2 and 3. |

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

Budgeted cost: £ 36 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

| | | |
|--|---|---------------------------|
| <p>School has employed a private SALT to work within school a half day every other week. They work 1:1 with identified children and also model activities to TAs to continue SALT activities as small 1:1 interventions daily.</p> | <p>EEF Early Years toolkit evidence – studies of communication and language approaches consistently show positive benefits for children’s learning including spoken language skills, expressive vocabulary and early reading skills.</p> <p>EEF – oral language interventions EEF – small group tuition EEF– early years intervention EEF – evaluations into the effectiveness of NELI (a targeted intervention that has already seen positive results. This will be delivered to a group of reception children this year).</p> <p>The EEF toolkit states that oral language impact development and phonics approaches have a moderate impact.</p> <p>Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum.</p> <p>If gaps in speech and language are targeted then progress is accelerated.</p> | <p>Challenge 2.</p> |
| <p>Each class has a Teaching Assistant that is used effectively to provide small group ad 1:1 interventions.</p> | <p>EEF - small group tuition EEF - individualised learning EEF - small group intervention, when delivered correctly, can have a positive impact on children’s learning.</p> | <p>Challenge 1 and 2.</p> |
| <p>Our SENDCo is non-class based to target assessment and support for those eligible for pupil premium who are also identified as having SEN.</p> | <p>EEF - Individualised learning</p> | <p>Challenge 2</p> |
| <p>Teachers carry out regular assessments that inform them of gaps in learning.</p> | <p>EEF - Assessing and monitoring pupil progress.</p> | <p>Challenge 2.</p> |
| <p>Contribution to small group tuition through the National Tuition Programme. This will be 40% of the total cost with 60% being paid for</p> | <p>EEF - Small group tuition. EEF - Individualised learning EEF - Small group intervention, when delivered correctly, can have a very positive impact.</p> | <p>Challenge 1 and 2.</p> |

| | | |
|------------------------------------|---|--|
| <p>via grant in school budget.</p> | <p>Small group tuition is defined as one teacher or professional educator working with two or five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts we have identified where the biggest gaps are and in which areas.</p> | |
|------------------------------------|---|--|

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

Budgeted cost: £ 10 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| <p>Pastoral team consisting of school SENDCo as well as a lead pastoral TA to ensure the physical and emotional welfare of pupils.</p> | <p>EEF toolkit - Social and emotional learning.</p> <p>Pastoral care is the essential foundation upon which learning can take place. Schools with high standards of pastoral care go far further than a basic commitment to welfare, with pastoral care extending to every aspect of school life in order to foster pupils' personal development as much as their academic progress.</p> | <p>Challenge 4</p> |
| <p>Attendance is closely monitored.</p> <p>Prompt communication with parents regarding attendance.</p> <p>Class attendance award.</p> <p>Targeted phone calls for pupil premium children</p> | <p>Government guidance – improving school attendance: improving school attendance: support for schools and local authorities.</p> <p>Government research – absence and attainment at KS2 and KS4:</p> <ul style="list-style-type: none"> - The analysis shows that as the level of overall absence across the relevant Key Stage increases, the likelihood of achieving key attainment outcomes at the end of KS2 and KS4 decreases. | <p>Challenge 5</p> |

| | | |
|--|---|---------------------------|
| <p>and quick involvement from EWO.</p> <p>EWO visits ½ day each half term 3 times per year in school and when ad hoc visits are required following alerts from school.</p> <p>School works closely with Early Help workers when involved.</p> | <p>- When controlling for other factors known to affect achievement, such as prior attainment and pupil characteristics, overall absence has been shown to have a statistically significant negative link to attainment.</p> | |
| <p>Subsidise breakfast club when this will help children attend school regularly.</p> | <p>Government research evaluation of breakfast clubs in schools with high levels of deprivation - March 2017.</p> | <p>Challenge 5.</p> |
| <p>Subsidised trips and visits including two residential and visits into school.</p> <p>Experiences and visits planned for all pupils across the year.</p> <p>Provide a wide range of extra-curricular activities, the vast majority of which are cost free, to allow children to participate in experiences that are not provided within home environments.</p> | <p>EEF - Outdoor learning.</p> <p>EEF Toolkit - social and emotional development.</p> | <p>Challenge 3.</p> |
| <p>Promote and support mental well-being provision to all pupils across school.</p> | <p>EEF - Social and emotional learning.</p> <p>EEF Healthy Minds - There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.</p> | <p>Challenge 4.</p> |
| <p>Encourage and support parental involvement (in person or virtually) in</p> | <p>A review of evidence published by the EEF shows how parental engagement can have a positive effect on a child's</p> | <p>Challenge 1 and 4.</p> |

| | | |
|------------------------------|---|--|
| many aspects of school life. | academic attainment – regardless of age or socio-economic status. | |
|------------------------------|---|--|

Total budgeted cost: £ 73 000

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 to 2022 academic year.

| Priority | What we did/ How this was achieved |
|---|--|
| To raise the % of PP children working at ARE and GD. | <ul style="list-style-type: none"> • Termly pupil progress meetings for all classes discussing vulnerable groups. • There is still an attainment gap but it is not consistent across year groups/ subjects. |
| To help parents to confidently support home learning. | <ul style="list-style-type: none"> • Class teachers liaise directly with parents. • Increased parental communication through Class Dojo. • Parent evening meetings continue 3 times per year. • Termly reports sent to parents 3 times per year. • Continue to develop relationships between pupils, parents and staff so a united front can be seen. • Parent coffee mornings and workshops with a focus on supporting children with reading and phonics at home. |
| Closely track pupil premium children in KS1 and target interventions to help achieve the expected standard in phonics by the end of Year 1. | <ul style="list-style-type: none"> • Revised the delivery of RWI. • RWI phonics was introduced in nursery. • Half termly phonic assessments of individuals to identify gaps when children were back in school. • RWI materials audited and updated. • Separate RWI phonics subject lead in school to oversee the programme. • Year 1 targeted intervention sessions for phonics timetabled daily in ability groups. • Year 2, Targeted interventions for those who didn't pass phonics screening in summer term. • Phonics lead given non-contact time throughout the year to oversee and evaluate the delivery of phonics sessions and assessment data. |
| Target interventions to narrow the gap for children in reading, writing and maths. | <ul style="list-style-type: none"> • Teaching assistants supported targeted interventions in both Key Stages. • TAs recorded intervention progress to identify next steps and set targets. • Lead TA in post who is responsible for overseeing interventions. • Lead TA given time to train and work alongside other TAs in the implementation of targeted interventions. • Lead TA, HT and English and Maths leads evaluated interventions after each data collection and planned for next steps/ identified new children for interventions. • Half termly pupil progress meetings with class teachers and teaching assistants to determine and identify further strategies/interventions needed. |

| | |
|---|--|
| | <ul style="list-style-type: none"> ● Interventions to support with basic skills including: Read, Write, Inc./ Phonics/ Power of 2/ Learning Targets/Toe – by-Toe/Talk Boost/ Breaking Barriers – Numicon/ Maths Key Skills. |
| Ensure appropriate challenge to increase the attainment of more-able PP children at GD. | <ul style="list-style-type: none"> ● More challenging expectations and planning from all teachers. ● Interventions in place not only for less-able but more-able too. ● Clear target setting for next steps. ● Introduced daily intervention timetable also targeting more-able children. ● Booster sessions (lunchtimes/after school) for PP to support those borderline children for GD. ● Continued to challenge all MA children within lessons through quality first teaching and differentiation including use of differentiated resources. |
| To diminish the financial barriers that prevent learning. | <ul style="list-style-type: none"> ● All trips, visits, swimming and residential heavily subsidised for PP children. |
| Teaching assistants in all Key Stages to support children and deliver interventions. | <ul style="list-style-type: none"> ● Teaching assistants supported targeted interventions in both Key Stages. ● TAs recorded intervention progress to identify next steps and set targets. ● Lead TA in post who is responsible for overseeing interventions. ● Lead TA given time to train and work alongside other TAs in the implementation of targeted interventions (when staff allowed to mix). ● Lead TA, HT and English and Maths leads evaluated interventions after each data collection and planned for next steps/ identified new children for interventions. ● Half termly pupil progress meetings with class teachers and teaching assistants to determine and identify further strategies/interventions needed. ● Interventions to support with basic skills including: Read, Write, Inc./ Phonics/ Power of 2/ Learning Targets/Toe – by-Toe/Talk Boost/ Breaking Barriers – Numicon/ Maths Key Skills. |
| Increase parental involvement. | <ul style="list-style-type: none"> ● Parent workshops throughout the year. ● All parents signed up to ParentPay/ Class Dojo for support and communication from school to help assist in children's learning. |

In- house assessment data comparing attainment of all children to attainment of pupil premium children.

| | Summer 2021 EXS | Summer 2021 GDS | Summer 2022 EXS | Summer 2022 GDS |
|--------------------|-----------------|-----------------|-----------------|-----------------|
| EYFS | | | | |
| GLD All | 63% | - | 74% | - |
| GLD PP (4) | 33% | - | 75% | - |
| Phonics | | | | |
| All | 75% | - | 66% | - |
| PP (8) | 33% | - | 33% | - |
| KS1 Reading | | | | |
| All | 68% | 25% | 78% | 22% |
| PP (8) | 50% | 25% | 67% | 0% |
| Writing | | | | |
| All | 54% | 11% | 70% | 4% |
| PP | 50% | 13% | 33% | 0% |
| Maths | | | | |
| All | 68% | 25% | 83% | 13% |
| PP | 50% | 13% | 100% | 0% |
| RWM | | | | |
| All | 54% | 7% | 70% | 4% |
| PP | 50% | 13% | 33% | 0% |
| KS2 | Spring 2020 EXS | Spring 2020 GDS | Summer 2021 EXS | Summer 2021 GDS |
| Reading | | | | |
| ALL | 75% | 44% | 75% | 25% |
| PP (6) | 33% | 0% | 60% | 0% |
| Writing | | | | |
| ALL | 63% | 25% | 61% | 21% |
| PP | 17% | 0% | 30% | 10% |
| Maths | | | | |

| | | | | |
|------------|------------|------------|------------|------------|
| ALL | 81% | 25% | 79% | 25% |
| PP | 50% | 0% | 70% | 10% |
| RWM | | | | |
| ALL | 63% | 19% | 61% | 14% |
| PP | 17% | 0% | 30% | 0% |

| | % September 2020 to July 2021 | % September 2021 to July 2022 |
|--|--|--|
| Attendance | | |
| ALL | 97.35% | 93% |
| PP | 96.12% | 91% |
| Non-PP | 97.73% | 94% |
| Persistent absence- 10% and above | | |
| All | 4.81% | 22% |
| PP | 8.89% | 29% |
| Non-PP | 3.52% | 20% |

In-house assessment for 2021 – 2022 shows that performance of disadvantaged pupils was lower in most areas with the exception of maths than that of their peers with the biggest gap in writing across all cohorts and in phonics. 2021-2022 outcomes suggest the impact of Covid 19 disrupted the early teaching and learning of pupils who missed out on most if their EYFS learning and these cohorts are where our priority remains within our catch-up strategy. Attendance of PP children in in line with their peers and this is something we will aim to maintain whilst trying to increase the attendance percentage for the whole school.

Externally provided programmes

| Programme | Provider |
|-----------------------|------------------|
| Times Table Rockstars | Maths circle |
| Test base | AQA |
| Numbots | Maths Circle |
| Spelling Shed | EdShed |
| Maths Shed | EdShed |
| White Rose Maths | White Rose Maths |
| Master the Curriculum | White Rose Maths |
| Literacy Shed | Literacy Shed |
| Jigsaw | Jigsaw |

Further information (optional)

In addition to the above, the following was also put in place to support pupils:

- FSM provision ensured identified families received initial payments via the national voucher scheme.
- Continued with pastoral welfare calls to identified vulnerable parents and pupils (post Covid). We also liaised closely with social care and other agencies.
- * The school kept in contact with parents to update them on new announcements and what this meant for our school via emails, ParentPay, our school Facebook site and Class Dojo.