

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our less advantaged 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	Ryefield Primary School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2022 to 2025 - 3 years
Date this statement was published	14/12/2023
Date on which it will be reviewed	September 2024
Statement authorised by	Colin Tucker
Pupil premium lead	Wayne Murray
Governor / Trustee lead	Gurjit Kharbanda

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,023
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	£145,023

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body are committed to meeting the needs of less advantaged pupils pastorally, socially and academically within a caring and nurturing environment. In order to be highly successful in improving achievement for the children eligible for pupil premium, staff at Ryefield:

- analyse which pupils are underachieving, particularly in English and Mathematics, and why;
- use data frequently to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked;
- draw on research evidence (such as the Sutton Trust Toolkit) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement;
- ensure that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good (quality First Teaching is a priority);
- develop good literacy skills (whole school focus) as levels of progress and attainment are carefully tracked and monitored across the school (pupils with low literacy levels are provided with additional support so that basic skills can be developed effectively; for less advantaged pupils with literacy difficulties, the Pupil Premium funding is used to meet their individual needs in order to remove this barrier to learning);
- ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress;
- give pupils clear, useful feedback about their work, and ways that they could improve it;
- monitor attendance levels for all less advantaged pupils.

Ultimate Objectives

For all less advantaged pupils in school to reach or exceed Age Related Expectation at the end of Key Stage 2.

To provide a broad curriculum that enables less advantaged pupils to access a breadth of experiences.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas.
3	Attendance – the gap, although narrowing over the last three years, between the attendance of pupil premium students and non-pupil premium students remains.
4	Lack of resources – especially regarding access to technology.
5	Reduced opportunity to raise cultural capital

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 (note: disadvantaged pupils is abbreviated to DA):

Intended outcome	Success criteria
Attendance – Improve rates of attendance for DA pupils.	Attendance data indicates that the gap to national closes year on year.
Narrow the gap between Less advantaged pupils and advantaged pupils in KS2 at EXS+ for RWM.	Pupil data from the end of KS2 shows an upward trend of less advantaged pupils achieving EXP or GDS standard over 3 years.
Literacy – Pupils achieving GLS or EXS at the end of their phase continue to achieve at expected level or higher in Writing or Reading.	Pupil data from the end of KS2 shows that DA pupils have maintained or improved on prior attainment. Three year increase in the Y1 pass rate for the phonics screening test using Read Write Inc with pupils achieving above national expectations by the third year of implementation.
Well-being – Attitudinal survey to school and self shows that DA pupils are in line with, or better than, non DA pupils.	Using the PASS survey , Da Pupils, as a percentage, are inline with non-Da pupils in the 21st to 100th percentile.

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: £20,427

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional Development</p> <p>For middle leaders to develop a deeper understanding of tracking and monitoring marginal children.</p>	<p><i>High-quality PD for teachers has a significant effect on pupils' learning outcomes. PD programmes have the potential to close the gap between beginner and more experienced teachers. Evidence suggests that quality PD has a greater effect on pupil attainment than other interventions schools may consider. (The Education Policy Institute, 2020)</i></p> <p>We aim for phase leaders to have oversight of the progress made across RWM.</p>	1,2
<p>Adopt the Visible Learning+ programme</p>	<p>The Visible Learning+ whole school programme provides a long-term, sustainable solution. It aims to improve student learning and achievement through a model of professional learning designed to implement the research of Professor John Hattie.</p> <p>Over the course of three years, the Visible Learning+ programme will enable us to build a foundation of knowledge and create plans for continued success by collecting and evaluating data to inform decision-making, and systematically embed high-effect strategies to ensure sustainability.</p>	1,2,3,4,5
<p>Develop a whole school approach to raising standards in Reading.</p> <p>CPD: improve standards in Literacy across the whole school by providing</p>	<p>A whole school approach to improving standards in reading must be underpinned by a thorough understanding of how we can support pupils in our classes. Training to be delivered via Centre for Literacy in</p>	1,2

<p>ongoing training in both Read Write Inc and Opening Doors approaches</p>	<p>Primary Education (CLPE) for CPD, resources and further guidance.</p> <p>We will use funding for staff training, purchasing resources, additional reading resources.</p>	
<p>Continue with PiXL Club to access resources that identify gaps and provide resources to improve attainment and progress.</p>	<p><i>Taking account of prior knowledge is essential if pupils' learning needs are to be met. Anticipating common misconceptions, and using diagnostic assessment to uncover them, forms an important part of this process. (EEF on use of Diagnostic Assessment)</i></p> <p>The PiXL Club aims to support the promotion of excellence for pupils. One of the strategic approaches PiXL promote within every day teaching is through effective use of data to sharpen the focus on the key gaps in students learning, and then the implementation of specific personalised intervention for each student to enhance standards. This is achieved through, what PiXL term, DTT (diagnosis, therapy and testing) and is essentially a cohesive formalised AfL approach across a department and the whole school.</p>	<p>1,2,4</p>
<p>Implement and utilise Collaborative Learning techniques.</p>	<p>The EEF toolkit states that collaborative learning has <i>'very high impact for low cost'</i>.</p> <p>We use Kagan techniques to ensure that pupils acquire social skills due to the cooperative nature of Kagan methods, develop increased confidence and retain interest in classroom interaction.</p>	<p>1,2,3,5</p>
<p>Use of a Speech and Language screening: Speechlink - to screen all children on entry to Reception and put bespoke programmes in place.</p>	<p>On entry to Reception, a large proportion of children have low Communication and Language skills. At the start of academic year 2021/2022, 29% of children are working below age-related expectation for Listening, Attention & Understanding. 40% of children are working below age-related expectation for Speaking.</p> <p>We work closely with the SaLT (Speech and Language Therapist) to put class-based provision in place to support all children in the cohort as well as specific interventions for those working below age-related expectation.</p>	<p>1,2</p>

Support the effective catch up of pupils in the EYFS and KS1 by upskilling staff in Mathematics Mastery.	<p>To participate in the Mathematics Mastery CPD offered via the Maths Hub for the students in EYFS and KS 1. This should provide consistency of content and aid transition from R into Year 1 and beyond.</p> <p>To accelerate pupil progress and ensure that there is no slippage around the expectations of fluency and proficiency in mathematics.</p> <p>Teachers will have more time to tailor programmes to pupils who require specific, focussed work.</p>	2
Purchase of Chromebooks and Tablets	<p>The Education Endowment Foundation states in Remote Learning: Rapid Evidence Assessment April 2020 that 'Ensuring access to technology is key, particularly for disadvantaged pupils. Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Lack of technology is a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.'</p> <p>As homework is increasingly making use of digital devices and online learning platforms, it is important that Disadvantaged pupils can acquire the skills they need to utilise these technologies. The school will provide repurposed PCs running Chromium OS to vulnerable pupils.</p> <p>We will continue to offer refurbished PCs to less advantaged and vulnerable families.</p>	4,5

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

Budgeted cost: £72,933

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raise standards in Reading and Writing across the school</p> <p>Facilitate smaller group sizes in the core subjects.</p>	<p>The EEF states: <i>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment'</i> and that <i>'approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils'</i>.</p> <p>We aim, through the deployment of a literacy support teacher, to ensure that less advantaged pupils make progress that is at least in line with Non PPreM pupils with a similar starting point.</p> <p>We have also used Read Write Inc in Key Stage 1 to provide a rigorous and structured phonics programme that accelerates reading fluency and gives teachers the confidence and skills to deliver high quality teaching every day.</p>	<p>1, 2</p>
<p>Bespoke subject specific exercise books to facilitate retention of long-term knowledge, reduction of cognitive load, formative and summative assessment.</p>	<p>To ensure that the school is well-placed to deliver a sequenced curriculum that enables pupils to retain/consolidate information and build upon prior learning: <i>'The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, and towards those defined end points'</i>. (Ofsted framework – Curriculum intent)</p> <p>(We use bespoke subject specific exercise books science and humanities. We will need to restock these and make amendments to the science books.)</p>	<p>2,4</p>
<p>To improve fluency and accuracy in the application of mental arithmetic.</p>	<p>The EEF states in section 4 of Improving Mathematics in Key Stages 2 and 3 that pupils need to develop a rich network of mathematical knowledge by developing fluent recall of facts.</p> <p>In view of this fact, we will relaunch the 20:20, 100, and 144 clubs (aimed at</p>	<p>2</p>

	<p>developing rapid recall of multiplication tables facts through regular practice) post lockdown. Celebration and high status will be given to improvement and accuracy in mental arithmetic, including success in using Times Tables Rock Stars online. Additionally, monitoring of the early morning work during soft start will be carried out in light of the recently adjusted time table being used to facilitate mathematical fluency.</p> <p>We aim for pupils in KS1 to be confident in the addition and subtraction facts to 100 and outcomes at the end of Y4 in the multiplication check to be in line with the emerging national picture.</p>	
RM Easimaths	<p>Education Endowment Foundation research identifies strategies for improving maths outcomes, including:</p> <p>Develop pupils' independence and motivation: RM Easimaths provides immediate incentives to complete each session with certificates, stickers and end-of-session games.</p> <p>Use targeted support to help all children learn maths: RM Easimaths uses data from each session to adapt future sessions to each pupil's individual needs.</p> <p>Use structured interventions to provide additional support: RM Easimaths provides statistics and reports to measure and demonstrate progress; and identify areas for improvement.</p> <p>The resource will be used mainly as 1:1 intervention providing us with a comprehensive suite of maths support packages - MyMaths is more suited to whole class teaching and LBQ covers the whole curriculum encouraging self/peer study.</p>	2,4
Targeted tuition.	<p>The EEF state that 1:1 tuition has '<i>High impact for moderate cost based on moderate evidence</i>' and that '<i>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons</i>'.</p> <p>Third Space Learning will provide DA pupils with tailored tutoring in maths based on gaps identified through, mainly, PIXL</p>	2,4

	<p>assessments. It is delivered to pupils in years 5 and 6 online during lesson time.</p> <p>In response to gap analysis, two teachers have been trained to deliver individual and small group tuition in the core subjects where needed.</p>	
To provide immersive and experiential opportunities to act as a stimulus for writing.	<p>12 month lease of now>press>play headphones to provide inclusive and immersive learning opportunities across the curriculum.</p> <p>NOW PRESS PLAY will improve pupil engagement, empower children to feel more confident about the topic and consolidate the retention of key facts and information to support the work undertaken in class.</p>	1,2,4,5
Annual subscription to Learning by Questions (LBQ).	<p>The Education Endowment Foundation states in the Using Digital Technology to Improve Learning Guidance Report that 'technology can be used to improve the quality of explanations and modelling' and 'technology has the potential to improve assessment and feedback'.</p> <p>This resource enables teachers to provide pupils with targeted question sets that both consolidate learning while providing high levels of challenge using an engaging medium that pupils respond to positively.</p> <p>This year (2023/2024), there is an add-on SATs springboard package to further support end of year 6 assessment preparations.</p>	2, 4
SATs Preparation Materials	<p>Purchase SATs preparation materials. In addition to quality first teaching and targeted intervention, pupils need regular exposure to exam style questions.</p> <p>The purchase of CGP 10 minute test books for reading, maths and GPS will facilitate in preparing for end of KS2 assessments. The books will be used as part of the weekly homework cycle during Spring term in year 6.</p> <p>We will deliver a SATs CPD breakfast meeting for parents to give direct instruction on how to revise and prepare while providing materials to assist.</p>	4
Purchase of high quality books for individual reading	To supplement the success of Read Write inc in KS1 and the Power of Reading approach, the purchase of Collins Big Cat books will	1

	<p>provide high quality books matched appropriately to reading age.</p> <p>Books will be purchased for both KS1 and KS2 classrooms.</p> <p>Dictionaries and Thesauri will be restocked.</p>	
Annual subscription to Sonar Tracker by Juniper	The annual subscription to Sonar Tracker by Juniper will enable efficient and versatile tracking of attainment and progress of whole school, classes, year groups and specific pupil groups. This online platform will inform decisions about teaching strategies and interventions.	2

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

Budgeted cost: £50,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an attendance officer.	(Implemented through close coordination between the safeguarding, attendance and leaders within the school.)	3
Utilise a pastoral team.	<p>We aim to foster a child's academic development and emotional well-being both at home and at school.</p> <p>The focus of the pastoral team is on early preventative intervention, which often operates below the threshold that triggers specialist involvement. This may involve running parenting courses or helping parents to support their child through key transition periods such as the move from primary school to secondary school.</p>	3,4,5
To have a bespoke response for less advantaged pupils with attendance issues.	(For families who have barriers to good attendance, there are plans in place that seek to overcome and provide a way forward to addressing their issues.)	3

<p>Further develop the school's commitment to rewarding good attendance.</p>	<p>Reward systems are used to encourage regular attendance. This is celebrated in the whole school assembly every Friday.</p>	<p>3</p>
<p>Foster character development and resilience. Use PASS survey to analyse attitude to self and school.</p>	<p>Fostering character development and resilience enables pupils to perform as their emotional and rational minds are working in harmony. The school's Moments of Triumph initiative is a character development programme designed to achieve this goal.</p>	<p>5</p>
<p>Contingency fund for acute issues to include subsidised visits and visitors.</p>	<p>Less advantaged pupils will be assisted with the cost of school trips; in particular, this will enable them to take part fully in residential trips.</p> <p>We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>5</p>

Total budgeted cost: £144,150

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.

<u>Attendance for 2022 / 2023</u>								
Percentage Attendance Figures for 5/9/2022 – 21/7/2023								
	All	Rec	1	2	3	4	5	6
Less adv	89.0	84.0	85.4	88.4	88.2	93.5	88.4	90.5
adv	92.7	92.0	92.7	92.3	92.0	95.1	92.5	92.3
Gap	3.7	6	7.3	3.9	3.8	1.6	4.1	1.8
Pre-covid, the school's attendance figures had been better than the national average but, in line with the national trend, current attendance for all pupil groups has not reached pre-covid levels. The school's attendance officer continues to tackle barriers to attendance.								
Whole School Attendance data for year 2021 2022:								
	Attendance (%)							
Less adv	90.51							
adv	92.91							
Gap: 2.40%								
<hr/>								
<u>KS1 Phonics Screening</u>								
<u>Year 1 Phonics</u>								
%	All (59)		DA (14)			NON-DA (45)		
RPS 32+	66.1		35.7			75.6		
NAT 32+	78.9		66.9			82.2		
<u>Year 2 Phonics</u>								
%	All (12)		DA (4)			NON-DA (9)		
RPS 32+	69.2		100			55.6		
NAT 32+	58.7		52.7			62.2		

Phonics outcomes for Year 1 show a 35.7% pass rate for Less advantaged pupils which is significantly below national average. However, the pass rate for the year 2 is significantly above national average. This academic year, our KS1 Lead has returned from maternity leave and has taken on the role as RWInc lead too. Additional staff have been placed into KS1 to facilitate additional RWI groups to ensure children are being taught at the appropriate level. The new RWInc lead will not run a group this year to enable ongoing monitoring and daily coaching across the subject, ensuring consistency in the quality of teaching & learning.

Phonics screening Summer 2022 - Year 2 cohort

44/53 total children (83%) passed phonics screening by End of KS1 7/10 PPreM - 70% -

Phonics screening Summer 2022 - Year 1 cohort

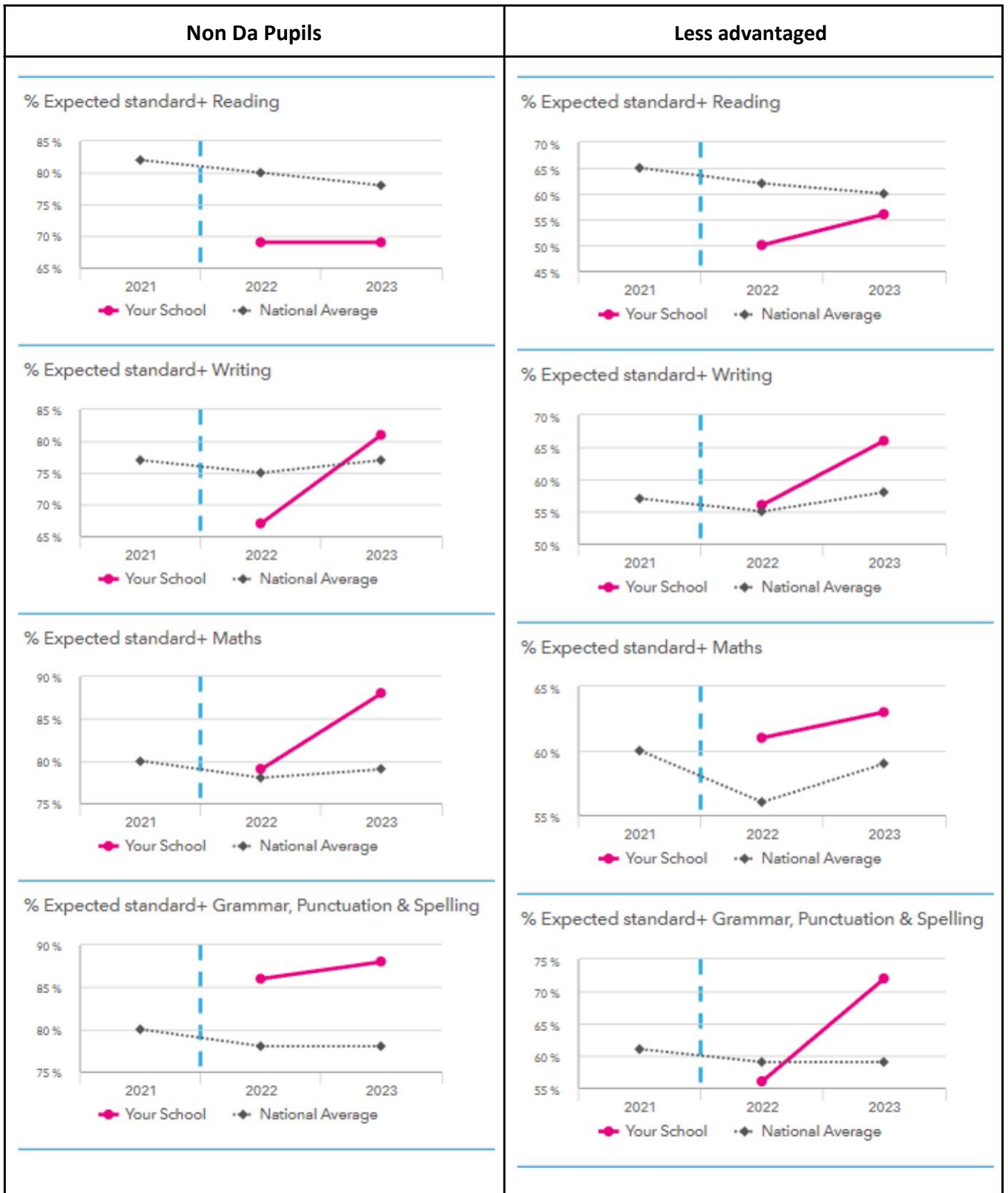
39/49 total children (80%) passed phonics screening by End of Year 1 3/5 PPreM – 60% (Both pupils who scored <32 passed in year 2.)

Key Stage 1 Attainment

	RPS Less advantaged % at EXS (10 pupils)	Compared to...
Reading	40	60% - whole cohort (50 pupils) 54% - NCER Nat disadv (149,870 pupils)
Writing	30	52% - whole cohort (50 pupils) 44.5% - NCER Nat disadv (149,880 pupils)
Maths	40	56% - whole cohort (50 pupils) 55.8% - NCER Nat disadv (149,880 pupils)
RWM	30	44% - whole cohort (50 pupils) 39.9% - NCER Nat disadv (149,870 pupils)

The school is sharing good practice in KS2 reading and writing (developing and planning Opening Doors units) adapted to the needs of KS1. Significant changes are being made to the KS1 Curriculum; Continuous Provision (opportunities within the curriculum for pupils to develop and apply skills through choice and providing greater autonomy in how they learn) is being developed in Year 1 to provide key hands-on experiences to support and develop children’s understanding. This significant pedagogical change will enable children to become more independent & creative learners.

KS2 Attainment



The outcomes for less advantaged pupils show that, with the exception of reading, they achieved better outcomes than the national picture for disadvantaged pupils at both Exp+ and GDS.

Whilst students underperformed in reading Exp+ and writing GDS, they were close to the national percentages by -2.1% and -0.1% respectively.

The average progress measures show that less advantaged children made more progress than the national picture for less advantaged pupils and they also made more progress than the national picture for all pupils in both writing and mathematics.

R: -0.29

W: +2.01

M: +0.30

Pupils who took part in Third Space Learning Maths intervention

5 out of 9 attained Expected Standard.

Of the remaining 4 pupils, 2 had SEND and were low prior attainment; 2 pupils had behavioural/emotional needs - 1 pupil scaled to 99 showing significant progress.

Multiplication Tables Check 2023

Full marks for whole cohort: 25/25 - 15/61 (24.5%)

24+/25 marks for whole cohort: 29/61 (47.5%)

23+/25 marks for whole cohort: 31/61 (51%)

20+ marks for whole cohort: 41/61 (67%)

16 to 19 marks for whole cohort: a further 12 pupils (20%)

Non Da pupils: 6 out of 44 got 25/25 (14%); 32 out of 44 got 20+ (73%)

Less advantaged: 4 out of 17 got 25/25 (24%); 9 out of 17 got 20+ (53%)

LBQ usage statistics for for 2022/2023

year group	maths	English	science	history	geography
Year 1	4 491	2 696	0 0	0 0	0 0
Year 2	9 1177	27 6392	0 0	0 0	1 45
Year 3	119 33323	87 24801	18 7448	4 286	7 246
Year 4	175 48467	71 23390	13 3731	4 286	6 201
Year 5	190 44421	104 23410	24 7582	14 6128	24 6546
Year 6	257 66123	146 37021	26 11205	14 6128	24 6546

Note: top figure in each cell refers to the number of LBQ question sets accessed; the bottom figure refers to the number of actual questions answered.

Qualitative evaluation: the vastly increased exposure to varied question types in the core subjects (most noticeably reasoning and problem solving in maths) increased both deeper understanding and resilience to longer more cognitively demanding questions. Year groups with a high proportion of less advantaged pupils (year 6 for example) are frequently using the resource. Year 6 were accessing question sets from years 7 and 8 to increase challenge during the year and aid transition to KS3.

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
Third Space Maths SATs Booster	Third Space Learning
TT Rockstars	play.ttrockstars.com
Read Write Inc	Ruth Miskin
Debate Mate	https://debatebate.org/
RM Easimaths	RM