

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	Rishton Methodist Primary
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs J. Neale Headteacher
Pupil premium lead	Mrs J. Neale
Governor	Steve Colling (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,840
Recovery premium funding allocation this academic year	£10,800
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	£114,640

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are receiving support from other outside agencies. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Initial Baseline assessments in EYFS, indicate that there are underdeveloped language skills and vocabulary gaps amongst many disadvantaged children
2	Autumn Term assessments have shown that many disadvantaged pupils in Year 2 have issues with phonics which has impacted negatively on reading development.

3	Autumn Term assessments have shown that significantly more disadvantaged pupils are below expected standard in reading, writing and maths (Years 1 – 6). Records also show there is poor engagement with home support for learning.
4	FSW records show that the families of many disadvantaged families need enhanced support for emotional and social matters including support from outside agencies such as CFWS. Many of these children and their families receive intervention and face to face support from our FSW and basic needs such as the provision of clothing and food are often provided.
5	<p>Assessments and conversations with pupils (years 1 – 6) indicate that there are poor oral language skills amongst many disadvantaged pupils.</p> <p>There is typically a poor culture of language development within the school community and children are not routinely exposed to high quality vocabulary in life away from school.</p> <p><i>Research has shown that vocabulary size in children relates to social class (accumulated experience)</i></p> <p><i>45 million in middle/upper class children</i></p> <p><i>26 million – working class</i></p> <p><i>13 million – for children receiving welfare support</i></p> <p><i>Vocabulary size has been shown to relate to academic success.</i></p> <p><i>Linked to this is the way we as adults speak and communicate with the children,</i></p> <p><i>School (our curriculum) is crucial for increasing the breadth of the children's vocabulary – around 90% of the vocabulary we expect the children to use is only regularly encountered in writing NOT in speech, so if we expect the children to use it in their written work we as adults need to model its use and develop understanding through the way we speak and also through the promotion of subject specific language.</i></p>

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
<p>Children will enter Year 1 with much improved language development and a greater degree of quality vocabulary.</p> <p>There will continue to be a focus on early language acquisition and development over the period of this plan..</p>	<p>Assessments will show greater use of vocabulary within daily speech and writing. Children will be more confident in their use of such vocabulary.</p>
<p>Improved phonics attainment and therefore improved reading attainment at the end of KS1.</p>	<p>Reading assessments will show that at least 80% of disadvantaged pupils will meet the expected standard in reading and 90% of the children who “resit” the phonics assessment in Summer Term will meet expected standard.</p>

	<p>Pupils will enter KS2 with a good level of decoding ability and reading comprehension, leading to less phonics intervention in KS2.</p>
<p>Disadvantaged children will “close the gap” in attainment to non-disadvantaged pupils in reading, writing and maths.</p>	<p>Assessments over the next 3 years will indicate that the attainment of disadvantaged children is in line with that of non-disadvantaged pupils in reading, writing and maths.</p> <p>Disadvantaged children will be provided with equipment as needed in order to access home learning and enrichment activities.</p>
<p>To improve and sustain social and emotional well-being for disadvantaged pupils and their families.</p>	<p>All disadvantaged pupils will have access to good quality uniform and supported extra-curricular activities.</p> <p>Families who are struggling for basic provisions will be sign posted to appropriate support (foodbanks) or provided with provisions from school.</p> <p>There will be a reduced need for outside agency support.</p>
<p>There will be increased promotion and development in language skills and vocabulary use across all year groups.</p>	<p>A culture of rich language will be apparent in all areas of school and all adults will model and support this.</p> <p>Pupils will be confident in their use of vocabulary and this will be apparent in everyday conversations and writing.</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: £79,841

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Part-time employment of an extra Teaching Assistant in EYFS.</i>	Support targeted at specific needs and knowledge gaps can be an effective method of closing gaps in knowledge and understanding.	1
<i>Purchase of DfE validated synthetic phonics reading materials to secure stronger phonics teaching and attainment.</i>	Effective phonics teaching has a strong positive impact on phonics acquisition and use to develop reading skills.	2
<i>Continued employment of FSW.</i>	There is extensive evidence linking early social and emotional skills with improved outcomes at school. Our records show that increased parental engagement with our FSW has led to more open relationships and has had a positive impact on school attendance and overall well-being for targeted families.	4
<i>Purchase of online learning platforms to support parental engagement and promote access to learning at home.</i>	Evidence shows that parental engagement with home learning has a positive impact on average of 4 months' additional progress	1, 2, 3, 5
<i>Testbase – purchase of standardised tests</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	2, 3, 5

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

Budgeted cost: £18,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extra hours for Teaching Assistants to deliver high quality focussed interventions.</i>	Support targeted at specific needs and knowledge gaps can be an effective method of closing gaps in knowledge and understanding.	3
<i>Purchase of Phonics Intervention materials to be used by Teaching Assistants during targeted daily intervention sessions.</i>	Effective phonics teaching has a strong positive impact on phonics acquisition and use to develop reading skills.	2, 3
<i>Engagement with the National Tutoring Programme</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	2, 3, 5

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

Budgeted cost: £16,244

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of extra uniform.</i>	Based upon our experiences, pupils wearing the correct uniform, fosters a sense of belonging and promotes equality of opportunity for all.	4
<i>Purchase of additional resources to support home learning by increasing parental engagement.</i>	Parental engagement has a positive impact on average of 4 months' additional progress.	All
<i>Contingency fund to purchase basic provisions for when foodbank is unavailable.</i>	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	4
<i>Budget for FSW to promote good attendance.</i>	FSW records show that support given for families with poor attendance and punctuality, alongside support from the	All

	<p>local authority has a positive impact on improving attendance.</p> <p>Good attendance is promoted and celebrated throughout school.</p>	
<p><i>Budget to ensure that disadvantaged pupils can participate in all school trips and extra-curricular events.</i></p>	<p>Evidence shows that learning that takes place in activities outside school is crucial in developing confidence in learning, helping children to become active learners and to develop a different kinds of relationships with adults than in a more formal school setting. In out-of-school settings, they become used to seeing learning as a partnership, rather than as something that is imposed upon them.</p>	4

Total budgeted cost: £ 114,640

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 2020 to 2021 academic year.

Baseline assessments carried out early in September 2021, showed that the gap in attainment between disadvantaged and non-disadvantaged pupils had widened despite this gap having shown evidence of narrowing before the pandemic and overall attainment of disadvantaged pupils being broadly in line with that of non-disadvantaged pupils.

We believe that a major factor in this is the impact of Covid-19 which disrupted learning in all subjects and as evidenced in many other schools school closures were most costly to our disadvantaged pupils, as many of the strategies we had planned funded by PPG were unable to take place.

Despite school providing high quality remote learning, home learning packs, access to online learning platforms, the loan of laptops and tablets and supplying basic classroom essentials many disadvantaged pupils did not engage with home learning and even though every attempt was made to encourage those pupils into school they did not attend for the whole of lockdown.

As our assessments and observations showed that well-being and mental health were significantly affected as a result of the pandemic, a high level of pastoral and emotional support was given to many disadvantaged families by the Headteacher and FSW (who is funded through PPG) and funds were provided to ensure that basic necessities were available to all these pupils and their families in addition to externally funded FSM vouchers. This approach will be maintained and built upon within this current plan.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- *offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.*
- *Developing more outdoor learning as part of the Nature Friendly School Initiative. Since March there has been widespread concern about the effects the lockdown had on the education, personal development and mental health of children and young people. Analysis suggests that pupils from disadvantaged backgrounds will be disproportionately affected and fall further behind. We have started to see that the benefits of outdoor learning extend not just to personal and social development but also to improved academic achievement, especially in pupils from disadvantaged backgrounds.*

Research shows the following benefits:

ENJOYMENT OF LESSONS

95%

ENGAGEMENT WITH AND UNDERSTANDING OF NATURE

94%

SOCIAL SKILLS

93%

ENGAGEMENT WITH LEARNING

92%

HEALTH AND WELLBEING

92%

ATTAINMENT

57%

BEHAVIOUR

85%

Information gathered from [Natural connections project](#) :