

# 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	Ribchester St. Wilfrid's C of E Primary School
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	7.8% (4 PP and 2 Post LAC)
Academic year that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024 <b>2022 / 2023</b>
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Pupil premium lead	Mrs E Lester
Governor lead	Mrs R Billington

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,360 (based on 4 PP and 2 Post LAC)
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£12,360</b>

# Part A: Pupil premium strategy plan

## Statement of intent

As a small school, the class sizes enable pupils to receive a high degree of personalised learning to meet their individual needs. This is achieved by 'quality first teaching'. This approach is supported by the EFF who stated,

*'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.'*

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. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust ongoing 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 for which all staff take responsibility
- monitor disadvantaged pupils' outcomes and raise expectations of what they can achieve

Finally, all of the pupils at Ribchester St. Wilfrid's are entitled to receive a broad and balanced curriculum regardless of financial background. The pupil premium grant ensures that all children receive the same opportunities, experiences and academic support, therefore raising aspirations for lifelong learning. Our overarching objective is to provide an inclusive, high-quality education for all.

## Challenges

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

Challenge number	Detail of challenge
<b>1 Outcomes</b>	Regression in learning during Coronavirus Pandemic. National studies indicate the loss of learning from both lockdowns, and this has impacted on progress & standards, with some children not in line with the usual academic expectations throughout the school.
<b>2 Progress</b>	There is a small, key group of pupils in receipt of PP not making expected progress despite interventions.
<b>3 SEMH needs</b>	Some pupils have additional, identified social and emotional needs. The lockdowns have heightened existing tensions and issues and brought them even more to the fore.

## 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
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Pupils' attainment is in line with their peers. Children make at least expected progress through the key stages.
Intervention closes the gap on attainment	PPG children are in line with standards of the non PPG children Children make at least expected progress through the key stages.
Disadvantaged children's wellbeing and approach to learning is positive so they are ready for learning.	Pupils express and demonstrate positive wellbeing and approaches to life & learning

## 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: £4615

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Quality First teaching</li> <li>Use of Provision Maps</li> <li>Effective AFL assessment &amp; feedback</li> <li>Pupil Book Study CPD implemented</li> <li>Trust based peer observations</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a> <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a> 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	1 & 3
Take part in 'Mastering Number Fluency programme' across EYFS and Key Stage 1	See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>	1 & 3
Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of maths for SEND pupils	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. Complement high quality teaching with small group and one to one interventions. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	4

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective deployment of staff, and Teaching Assistant to support key children and year groups.	EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>  Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2 – 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	1 & 3
To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Pupil progress meetings termly Regular monitoring of targeted interventions	EEF Toolkit guidance: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>  'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they re-turned to school full time, so assessment needs to ongoing, but manageable.'	1 & 3
Intervention to ensure recovery of any losses in pupil learning as a result of Covid 19	EEF Toolkit guidance: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>  'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they re-turned to school full time, so assessment needs to ongoing, but manageable.' One to one support and small group activities have had positive impact across the school previously	1 & 3
Promoting learning at home • TT rockstars reinvigorated • Half termly grids to parents detailing homework and extra learning options for wider curricular areas as well as detailing core knowledge	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>  "Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year."	2

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1-1 and group support is given to those PP pupils regarding their self-esteem, emotional wellbeing and approach to learning	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. <a href="https://educationendowmentfoundation.org.uk/sup-port-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/sup-port-for-schools/school-improvement-planning/3-wider-strategies</a>	1 & 3
To provide all pupils with opportunities to attend educational visits, extra-curricular clubs to access cultural capital experiences i.e. theatre, residential visits. <ul style="list-style-type: none"> <li>Full access to a range of enrichment activities - PP pupils engage in a variety of clubs and trips</li> </ul>	All pupils are encouraged to attend clubs to support their interests and skills. Financial barriers are removed for PP pupils to ensure activities are open to all pupils. They will have the opportunity to enhance their life experiences.  <b>'Cultural capital'</b> is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. (142 p31 <i>Ofsted Early Years Inspection Handbook</i> , Sept 2019)	4
<ul style="list-style-type: none"> <li>Well planned transition activities in summer to ensure smooth transition in September</li> <li>Bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions</li> <li>Outdoor learning encouraged: <ul style="list-style-type: none"> <li>New outside area for wildlife nature area</li> </ul> </li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	1 & 3 & 4
Contingency fund for acute issues.	We have identified a need to set aside a small amount of funding in order to respond to needs that have not yet been identified. This will ensure that swift action can be taken.	

**Total budgeted cost: £13165**

## Part B: Review of outcomes in the previous academic year 2021/2022 (7 pupils)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

#### Y6 SATs results 2022: 3 PPG children

Subject – ATTAINMENT	Age Related Expectations – NOT MET	Age Related Expectations – MET
Reading		3 (scaled scores of: 103, 106 and 102)
Writing	2	1
GPS	1 (scaled score of 97)	2 (scaled scores of 101, and 102)
Mathematics	1 (scaled score of 99)	2 (scaled scores of 104, and 102)

Subject – PROGRESS	Below Expected Progress	Expected Progress
Reading		3
Writing	2	1
Mathematics	1	2

#### End of EYFS assessments 2022: 2 PPG children

ELG – ATTAINMENT	Not Met	Met
C and L – Listening, Attention and Understanding		2
C and L - Speaking		2
PD: Gross motor Skills	1	1
PD: Fine motor Skills		2
PSED: Self-regulation		2
PSED: Managing self		2
PSED: Building relationships		2
Literacy: Comprehension		2
Literacy: Word Reading	1	1
Literacy: Writing	2	
Mathematics: Number	1	1
Mathematics: Numerical Patterns	2	
U the W: Past and Present		2
U the W: People, Culture and Communities		2
U the W: The Natural World		2
E A and D: Creating with Materials		2
E A and D: Being imaginative and Expressive		2

<b>ELG – PROGRESS</b>	<b>Expected</b>	<b>Above</b>
C and L – Listening, Attention and Understanding	2	
C and L - Speaking	2	
PD: Gross motor Skills	1	1
PD: Fine motor Skills	1	1
PSED: Self-regulation	1	1
PSED: Managing self	2	
PSED: Building relationships	2	
Literacy: Comprehension	1	1
Literacy: Word Reading	1	1
Literacy: Writing	2	
Mathematics: Number	2	
Mathematics: Numerical Patterns	1	1
U the W: Past and Present	2	
U the W: People, Culture and Communities	2	
U the W: The Natural World	2	
E A and D: Creating with Materials	1	1
E A and D: Being imaginative and Expressive	2	

<b>Intended outcome of overall plan</b>	<b>Progress &amp; Outcomes for 2021-2022</b>
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	See results above for Y6 and EYFS. Pupils in Y6 who did not meet the ARE scored close to the standardised score of 100. Pupils who did not meet the ARE in EYFS will continue to receive intervention and support in KS1.
Pupils are fully engaged in any remote learning including homework	5 KS2 pupils were monitored for their participation in online homework. 2 pupils were fully engaged. 2 pupils were partially engaged. 1 pupil was reluctant to engage in homework.
Intervention closes the gap on attainment	All pupils accessed targeted interventions to meet their individual needs. Interventions for the pupil premium pupils. All pupils that were identified as needing additional support, received additional tuition delivered by class teachers and with a TA.
Disadvantaged children's wellbeing and approach to learning is positive so they are ready for learning.	CPD relating to supporting pupils' mental health and well-being took place. This included a 'Well-being for Education' training session relating to the impact of Covid 19 on children's mental health and education. Feedback was given at staff meetings with key points to consider. Pupils' well-being was a focus in weekly staff meetings and additional support was put in place for parents and families, including CAF referrals, where appropriate.  A broad and balanced curriculum remained in place, alongside additional tuition for all disadvantaged pupils. Class teachers delivered additional tuition following a gap analysis to ensure gaps in learning were addressed. This impacted on pupils'

	<p>confidence and self- esteem, and they also benefited from receiving a challenging and engaging curriculum.</p> <p>Additional curriculum enrichment to support mental health and well-being took place, including additional PSHE sessions and sessions delivered by Coram Lifebus Education.</p>
To offer pupils breadth of experience, activities and extra- curricular at no cost	<p>A programme of activities took place to ensure that the children had the opportunity to access a variety of experiences; such activities were organised to promote health and well-being.</p> <p>There was a wide range of sporting events on offer and whole school enrichments days linked to the curriculum including: drama opportunities, UKS2 residential.</p> <p>All PP pupils had the opportunity to participate in a range of extra-curricular clubs at no additional cost.</p>
Contingency fund to provide resources/additional CPD	Additional resources were purchased/renewed to support learning including: Y6 revision books, IDL.

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A