

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year 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	Rainford Brook Lodge Primary School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	8.7%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	30 th November 2021
Date for most current review Date on which it will be reviewed	Sept '24 Sept '25
Statement authorised by	Phil Reece Headteacher
Pupil premium lead	Phil Reece
Governor / Trustee lead	Jane Sebastian

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,640
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	£26,640

Part A: Pupil premium strategy plan

Statement of intent

Our intention, at Rainford Brook Lodge, is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas from their given starting points. 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This falls in line with our internal ethos within our Teaching and Learning related policies of '*Catering for every child's needs, every day.*' 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 formative and summative (standardised) assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- identify individual needs of the children
- ensure disadvantaged pupils are challenged in the work that they're set irrespective of their ability
- 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	<p>Evidence suggests that historically, disadvantaged children suffered with reading and writing skills in Year 1 to Year 6. Reception data overall from the end of 2023/4 was 89% word reading and 79% writing – 79% being the lowest indicator for that year’s Early Learning Goals. Good standards of reading and writing are vital to ensure any future identified disadvantaged children have the necessary skills to make better progress in reading and writing.</p> <p>*Numbers of Pupil Premium tend to be low in Reception and some children become in receipt of funding in later years so good provision for all is vital.</p>
2	<p>Reading attainment was behind that of their non-disadvantaged peers and was lower overall than other core subjects by the end of KS2. Although this is a whole school issue it has having a greater impact on some of our disadvantaged children.</p>
3	<p>Phonics Data suggests a significant proportion of disadvantaged children have greater difficulties with their phonics subsequently having an impact on reading which in turn is also having an impact on writing. A higher than average proportion of children of disadvantaged children historically, did not (or would not) have passed the phonics screening in Y1. Reading progress for disadvantaged children was below that of non- disadvantaged by the end of KS2 last year</p>
4	<p>Attendance and punctuality – for a significant minority of children there is (or has been historical evidence of) persistent absenteeism or punctuality issues which is having a negative impact on progress. Approximately 32% of disadvantaged were classed as a persistent absentee last year– this was more than double the non-disadvantaged rate. Current attendance (Nov ’24) shows higher attendance for non PP (93% attendance for PP and 97% for non PP)</p>
5	<p>24% of children eligible for PP are also SEN</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
1. Children have the Literacy skills to strengthen their learning and progress in reading and writing in EYFS	Meet class targets in Writing (78%) and Reading (89%) at an age-appropriate level in Reception to so that that impacts on not just current PP but also any future PP children in their development in Phonics, Reading and Writing. *No PP in class but may well become PP in future
2. Ensure all children (and specifically disadvantaged pupils) have access to high quality teaching of reading and that improves progress of disadvantaged pupils	Close the progress gap between Dis and non-Dis, especially in progress across terms and years but also in the proportion of disadvantaged being at least in line with non-disadvantaged in reaching their expected targets
3. Ensure all children (and specifically disadvantaged pupils) have access to high quality phonics intervention leading to improved reading results later	Increase average % of disadvantaged pupils passing the phonics screening to above national averages year on year, and ensure those who have not passed previously have access to support to plug phonics skills gaps and subsequent reading skills to achieve 77% at expected standard in reading by end of this academic year for the whole cohort in year 2 with progress in line with the rest of the cohort for PP chn.
4. Improve attendance and readiness for learning for disadvantaged children	Attendance to improve so that those that are classed as persistent absenteeism improve as a proportion at least in line with non-disadvantaged. Identify children too whose attendance is less than 93% and look to improve to 95% or above
5. Children with SEND have access to the full curriculum (albeit adapted to their	SEN children to show comparative rates of progress in line with non-disadvantaged and non-SEN children.

needs) and therefore achieve in line with others given their starting points

Use of BSquared to show these steps of progress where some children with SEN are accessing a curriculum well below that of their peers.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Identify targeted children who will write sentences as well as phrases (split the goal)</i></p> <p><i>In all areas and with all staff, children to be encouraged to express themselves in full sentences (inc focus on tense and conjunctions – modelled and support</i></p> <p><i>In continuous provision, resource areas where reading can be done either with an adult, to each other or on their own to encourage the enjoyment of reading/and the idea of reading around topics of interest</i></p>	<p>. Assessment through high quality interactions (see guidance under the new framework)</p> <p>‘The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.’</p>	<p>2</p> <p>5</p>
<p><i>Purchase of standardised diagnostic assessments (NfER) and adapt and analyse grade boundaries to more readily identify those at risk of not reaching the expected standard by the end of KS2.</i></p> <p><i>Training for staff to ensure assessments are interpreted and administered correctly.</i></p>	<p>‘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’</p> <p>EEF</p>	<p>3.</p>

<p><i>Ensure all staff have the skills to teach phonics and have the necessary resources to ensure both continuous CPD and provide resources for teaching groups. Do this through access to the RWI portal</i></p> <p><i>Deliver high quality phonics sessions</i></p> <p><i>Ensure all staff have the skills to teach fluency through CPD for each teacher at an age appropriate level.</i></p> <p><i>Ensure adequate resources are provided for in terms of suitable reading material for the pupils and planning material for teachers</i></p> <p><i>High quality reading sessions delivered</i></p>	<p>Pupils who fail to learn to read early on start to dislike reading. The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning.</p> <p>DFE The Reading Framework July '23</p> <p>Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding</p> <p>EEF</p>	<p>1</p>

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

Budgeted cost: £18,414

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of RWI portal which can help identify those in need of additional support and therefore 1:1 tuition programme –</i></p>	<p>'Phonics 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>3. 5.</p>

<i>Cost of staffing for teaching of groups and individual 1:1s</i>		
<i>IDL as an intervention for dyslexia</i>	<i>IDL as an intervention for dyslexia</i>	5
<p><i>One to one support for children with significant needs</i></p> <p><i>Use of BSquared to track progress and help support future planning for chn who struggle to access their year group curriculum standards</i></p>	<p>A small proportion of our SEN require 1:1 provision where all aspects of the curriculum need to be adapted and alongside this, life skills need to be promoted and taught.</p> <p>Use of Teaching Assistants in these cases are most effective when they are experienced and well trained. EEF</p>	5.

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

Budgeted cost: £3061

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Careful monitoring of attendance patterns to lead to regular communication with parents to inform about attendance and sometimes to intervene where attendance is an issue – use of cPOMS, Inentry signing in system and Arbor</p> <p>Spending on trips/extra-curricular to encourage attendance and not make finances a barrier to wider opps in school</p>	<p>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.</p> <p>DfE attendance</p>	4.

Total budgeted cost: £ £26,730.58

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 2023 to 2024 academic year.

1. **Intended Outcome**

Children have the Communication and Language skills to strengthen their learning and progress in reading and writing

Success Criteria:

Improve rates of Communication and Language at an age-appropriate level in Reception to 90% so that that impacts on not just current PP but also any future PP children in their development in Phonics, Reading and Writing.

Results:

Communication and Language for the whole cohort was 100% (LA 78%). Word Reading was 89.3 (LA 73.8)

2. **Intended Outcome**

Ensure all children (and specifically disadvantaged pupils) have access to high quality teaching of writing and that personalised feedback leads to improved progress of Pupil Premium

Success Criteria:

Close the progress gap between Dis and non-Dis, especially in progress across terms and years but also in the proportion of disadvantaged being at least in line with non-disadvantaged in reaching their expected targets

Results:

By end of KS2 both disadvantaged and non-disadvantaged progress was less than previous year but gap was closer and writing results by end of KS2 were higher than reading

Reading replaces writing as a priority area

3. Intended Outcome

Ensure all children (and specifically disadvantaged pupils) have access to high quality phonics intervention leading to improved reading results later.

Success Criteria:

Increase average % of disadvantaged pupils passing the phonics screening to above national averages, and ensure those who have not passed previously have access to support to plug phonics skills gaps

Results:

75% (three children) in receipt of PP passed their phonics in Y1;

93% of whole of Y1 Y1 passed their phonics. (National 80%)

100% in Y2. (National 91%)

85% of Y2 passed their reading SATs at the expected + level (No official SATs data as not statutory but 67% met the expected standard in 2023. 1 child who was PP passed all of the core areas.

In Y6, 70% of cohort passed their reading (National average was 74%) whilst progress was below for PP children

Phonics and early comprehension at KS1 improving but not yet had an impact in KS2

4. Intended Outcome

Improve attendance and readiness for learning for disadvantaged children

Success Criteria:

Attendance to improve so that those that are classed as persistent absenteeism improve as a proportion at least in line with non-disadvantaged

Results:

Pupil Premium attendance is 93% (FFT National is 91.4%) compared to 97%.

Pupils with FSM are in the top 20 to 30% of schools based on this data

Pupils overall are in the top 10%

Above the national average but still with still identified families to monitor and work with after looking at last year's attendance

5. Intended Outcome

Children with SEND have access to the full curriculum (albeit adapted to their needs) and therefore achieve in line with others given their starting points

Success Criteria:

SEN children to show comparative rates of progress in line with non-disadvantaged and non-SEN children.

Results:

By the end of KS2, SEN children overall had made more negative progress compared to non SEN in Reading and Writing, reflecting necessary improvements required noted above

Too few children who were both SEN and FSM in either Y2 or Y6 to make significant analysis