

# Pupil premium strategy statement – Ryecroft Primary Academy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	8 <sup>th</sup> September 23
Date on which it will be reviewed	16 <sup>th</sup> July 2024
Statement authorised by	Miss H Wrightson
Pupil premium lead	Miss H Wrightson
Governor / Trustee lead	Mrs P Gavins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,191
Recovery premium funding allocation this academic year	£15,877
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£169,068

# Part A: Pupil premium strategy plan

## Statement of intent

At Ryecroft Primary Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our key intent is to raise standards in oracy and reading (including phonics). Our PP learners often have a language deficit. This impacts all areas of their learning. By raising reading standards, we aim to improve all outcomes across the curriculum.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

53% of pupils are eligible for FSM Ever 6 compared to 23% nationally.

### Deprivation Indices

The Indices relatively rank small areas in England from most deprived to least deprived. Areas closest to 1 fall within the most deprived 10% nationally and those closest to 10 fall within the least deprived nationally.

## INDICES OF DEPRIVATION

1.3 Index of Multiple Deprivatio...	4.8 Barriers to Housing and Ser...	1.1 Crime Decile
1.3 Education and Skills Decile	1.4 Employment Decile	1.4 Health and Disability Decile
5.9 Living Environment Decile	1.4 Income Decile	1.4 IDACI Decile

### Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

### Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics

3	Speech, language and communication including difficulties with oracy and new vocabulary
4	Attendance and punctuality
5	Access to wider opportunities and experiences
6	Parental engagement

## 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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.
Phonics	Achieve at least 90% of pupils in Y1 pass the PSC
Attendance	Ensure attendance of disadvantaged pupils is at least 96%

## Activity in this academic year 2023-24

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: £ 3,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Voice 21 CPD	Many pupils enter our school with poor vocabulary and oracy skills. Pupils spoken language deficit effects their ability in Reading and Writing, which are below national expectations.	1,3,5
ELS Phonics CPD	71% passed phonics screening (2019)	2

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELS structured phonics interventions across the school	Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted.	2,3
Maths structured interventions using Ready to Progress Materials	Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted.	2
One-to-one ELS structured interventions for phonics and reading	Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted.	3
One-to-one structured interventions for Launchpad and Speech and Language	Many pupils enter our school with poor vocabulary and oracy skills. Pupils spoken language deficit effects their ability in Reading and Writing, which are below national expectations.	3
Small group structured interventions for Launchpad and Speech and Language	Many pupils enter our school with poor vocabulary and oracy skills. Pupils spoken language deficit effects their ability in Reading and Writing, which are below national expectations.	3

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

Budgeted cost: £ 65,728

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer employed	Significantly above average amounts of children are identified as being persistently absent. Children with poor attendance do not perform as well as children with good attendance	4

Reward shop	Incentives, rewards and positive reinforcement have been identified as a key contributor to pupil progress, engagement and attendance	1,4
Subsidised visits	Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum	4,5
Parent workshops, stay and play, etc	Positive parental engagement can support pupil progress and attendance	1,2,3,4,5,6
Musical instrument tuition/choir	Every child should have the opportunity to learn and perform in front of an audience.	1,5
Thrive Practitioners	Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum. Assess and identify pupils' SEMH needs to plan and deliver bespoke intervention.	1
Forest Schools	Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum.	1,3
SCARF	The SCARF PSHE curriculum supports children's understanding of others and their own needs and rights and contributes towards a positive school environment and this in turn improves pupil progress and attendance	1,3

**Total budgeted cost: £169,068**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Please see Pupil Premium Impact Report 2022-2023

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Thrive	Fronting the Challenge Projects
TT Rockstars	Maths Circle Ltd
Talk for Writing	Talk for Writing
Reading Plus	Reading Plus
Oxford Reading Owls	Oxford University Press
White Rose Maths	
Launchpad for Literacy	Launchpad for Literacy
Phonics Tracker	Phonics Tracker Ltd

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A