

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Raynham Primary
Number of pupils in school	647
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2024
Date this statement was published	November 2021
Date last reviewed	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Anna Trott
Pupil premium lead	Nicky Hammond
Governor / Trustee lead	Theresa Palmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £353,175
Recovery premium funding allocation this academic year	£36,975.
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	£ 390,150

Part A: Pupil premium strategy plan

Statement of intent

Raynham is centred around a community that experiences high levels of deprivation and social and emotional needs. Most of our families are from low socio-economic backgrounds with limited access to resources to meet their physiological needs. Raynham celebrates and welcomes all of our families. We believe in them.

Most of the children enter school working below age related expectations and with limited English. Early intervention is key to overcome these barriers to learning, so we provide a safe and secure learning environment where all children have a voice. Our main priority is to make sure all children have access to high quality inclusive teaching and bespoke intervention to help them overcome learning challenges and get the very best experience at school every day. Raynham is an inclusive school, where the children have access to expert learning mentors, pastoral care and Nurture group facilities.

We always aim to provide first-hand experience through the delivery of our curriculum, which is planned around developing cultural capital, exposing the children to a range of significant individuals from a range of cultures and backgrounds, which gives them broader, higher aspirations. We are mindful of the fact that we have to provide enrichment activities that children in more affluent communities may take for granted. We aim to inspire all our children towards bigger and better life chances and life choices, where they can positively contribute to the wider community.

Challenges

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

Challenge number	Detail of challenge
1	Not all children in the EYs make better than expected progress from their starting points due to low level of communication and language skills. (Not exclusive to just PP children)
2	78% of PP pupils have English as a second language - targeted support needed to improve language development, to ensure accelerated progress in reading and writing. (Not exclusive to just PP children)
3	Our assessment and observation indicate that the low level of parent involvement during lockdown with remote learning has impacted on pupils' education as some parents found it more difficult to support due to environmental / language difficulties . (Not exclusive to just PP children).
4	Lack of enrichment outside of school. Due to the level of disadvantage, some of our children do not always have the same access to trips and out of school experiences

	which can impact on their vocabulary and language skills. (Not exclusive to just PP children)
5	Attendance is a challenge in our school, due to the high levels of mobility which also impacts on learning.

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 improve the language and communication skills and phonics for pupils in EYs/KS1, to support their reading skills, so that the data shows accelerated progress.	<p>The data for pupils in EYs and KS1 are in line with National expectations.</p> <p>School implements the Phonics scheme (Read Write Inc.) and ensures that all staff are trained to deliver the programme effectively.</p> <p>Pupil premium pupils have access to targeted Phonics interventions and make rapid progress and are in line with non-pupil premium children</p> <p>Phonics data in KS1 shows that children achieve phonics scores in line with their peers nationally.</p>
To improve the language skills of early beginners in English students in KS2.	<p>EAL children will improve their language development, to ensure accelerated progress in reading and writing .</p> <p>Data shows children making expected progress in Reading and Writing at the end of KS2 .</p>
To improve skills and increase the number of children reaching expected standard in Reading, Writing and Maths at the end of KS1 & KS2.	<p>Targeted intervention is well planned and communicated effectively between teachers and staff delivering the interventions.</p> <p>Interventions are regularly reviewed and impact evaluated.</p> <p>Children make expected/above the expected progress each term.</p> <p>Data shows children achieve secure or better than others nationally by the end of key stages.</p>

To provide enrichment activities to support the development of children's Social and Emotional Wellbeing.	<p>Decline in Behaviour concerns.</p> <p>Enhanced social skills, through participation and interaction with other pupils in school and across schools.</p> <p>Children understand that talents and skills developed and used through the activities will impact on learning in class, their general wellbeing and self-confidence.</p> <p>Children have access to extra-curricular activities and curriculum enhancements, including school trips to enhance their understanding of the world and further develop cultural capital.</p>
To improve attendance figures, in line with pupils nationally	<p>There is a reduction in the percentage of pupil premium children who are persistent absentees over time.</p> <p>Children continue to show increased attainment outcomes as a result of improved attendance.</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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ an additional intervention staff member to support Early Years</p> <p>Provide training for RWI</p> <p>Ensuring consistency of RWI</p>	<p>Not all children in the EYs make better than expected progress from their starting points due to under developed language skills.</p> <p>The Early years toolkit, impact of Early years provision states that: <i>"The evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly</i></p>	1,

	<p><i>beneficial for children from low income families.”</i></p> <p>DfE approved programme for systematic synthetic phonics for the teaching of early reading and to support pupils who did not achieve the Phonics screening standard at the end of KS1 to catch up and address gaps.</p>	
Employ 2 Learning Mentors for KS2	<p>Improving Behaviour in Schools</p> <p><i>Education Endowment Foundation found</i></p> <p><i>“Misbehaviour in lessons is a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class”</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	

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

Budgeted cost: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Create targeted support groups for Maths, Phonics & English</p> <p>Provide intervention teachers for targeted groups (Years 1-6)</p>	<p>Targeted support in English, maths and phonics are needed for focus groups from EYs to KS2.</p> <p>DfE approved programmes of learning for systematic synthetic phonics</p> <p>EEF - Preparing for Literacy</p> <p><i>Education Endowment Foundation (one to one tuition): Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</i></p>	1,2,3

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	
Identify EAL children and provide additional support to improve language skills	<p>Data shows that this group was under achieving at the end of key stages.</p> <p><i>EEF - Literacy</i></p> <p><i>Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds. A focus on oral language skills will have benefits for both reading and writing.</i></p>	2
<p>Provide out of school additional interventions focussing on Maths & English</p> <p>Provide CPD for intervention teacher</p>	<p>Some children were not making the expected progress in Maths and English at the end of key stages.</p> <p><i>Targeted academic support, EEF states that: Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</i></p> <p><i>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</i></p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	1,3

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Track the attendance and punctuality for children in line with national average of 95%</p> <p>Learning Mentors work with children with persistent attendance concerns.</p>	<p>We know that attainment for all pupils can be improved with good attendance. Targeting families and promoting the importance of good attendance is essential to improving outcomes.</p> <p><i>Article: The Effects of Attendance on Academic Performance: Panel Data Evidence for Introductory Microeconomics</i></p>	6

	<p><i>“Overall, the results indicate that, after controlling for unobservable student characteristics, attendance has a statistically significant and quantitatively relevant effect on student learning.”</i></p> <p>https://www.tandfonline.com/doi/abs/10.3200/JECE.37.3.251-266</p>	
Provide extra-curricular activities/ enrichment clubs	<p>We want to give the children the experience and opportunities they are not able to receive from their families.</p> <p><i>EEF - Life skills and enrichment</i></p> <p><i>“The EEF, think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education”</i></p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	
Learning Mentors support children with behaviour concerns to access their learning.	<p>For our children to be ready to learn, they need to be emotionally ready with improved attitudes and behaviour.</p> <p><i>Learning behaviours (EEF)</i></p> <p><i>When we use the word ‘behaviour’ we can quickly assume that it relates solely to strategies to manage misbehaviour in the classroom. Crucial as these are, there is another dimension: how teachers can also explicitly support pupils’ ‘learning behaviours’. As we teach these, developing and strengthening learning behaviours in our pupils, they become more motivated, engaged, and determined to succeed.</i></p> <p><i>So, what do we mean by learning behaviours? A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom (Ellis and Todd, 2018).</i></p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</p>	
TSAs support in class to develop resilience and a love for learning.	<p>The redeployment of TSAs will add value to what teachers do and deliver high -quality one to one or small group support to focussed children.</p>	

	<p><i>EEF Guidance Report – Making Best Use of Teaching Assistants</i></p> <p><i>“they should be used to help pupils develop independent study skills and given direction to deliver high-quality one-to-one and small-group support”</i></p> <p>https://educationendowmentfoundation.org.uk/news/new-eef-guidance-report-making-best-use-of-teaching-assistants</p>	
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Total budgeted cost: £320,000

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.

2021-2022 Outcomes:

We have analysed the performance of our schools' disadvantaged pupils during the academic year 2021 / 2022 using Keys stage 1 and 2 performance data, phonics check results and our internal assessment data. To help us gauge the performance of our disadvantaged pupils we have compared disadvantaged and non-disadvantaged pupils at a national and regional level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Challenge 1: Not all children in the EYs make better than expected progress from their starting points due to low level of communication and language skills. (Not exclusive to just PP children)

- Reception GLDs - 64% (64% pupil premium) PP children do as well as Non-PP children in EYFS.

Challenge 2: 78% of PP pupils have English as a second language - targeted support needed to improve language development, to ensure accelerated progress in reading and writing. (Not exclusive to just PP children)

- Phonics Assessment for Yr1 - 72%(65% pupil premium)
- Phonics Assessment for Yr 2 - 84%(88%)
- There is no significant gap between PP and Non- PP children in KS1
- Year 2 Teacher Assessment - Reading (Cohort - 68%, PP - 66%, NPP - 69%) Writing (Cohort - 57%, PP - 56%, NPP - 58%) Maths (Cohort - 68%, PP - 66%, NPP - 69%)
- Year 6 - Reading (Cohort - 59%, PP - 57%, NPP - 60%) Writing (Cohort - 68%, PP - 63%, NPP - 72%) Maths (Cohort - 66%, PP - 57%, NPP - 72%)

Challenge 3: Our assessment and observation indicate that the low level of parent involvement during lockdown with remote learning has impacted on pupils' education as some parents found it more difficult to support due to environmental / language difficulties. (Not exclusive to just PP children).

- Parent workshops held for phonics, maths, reading
- Inclusion coffee mornings.
- parent consultations well attended
- Pastoral team support
- 2 learning mentors employed

Challenge 4: *Lack of enrichment outside of school. Due to the level of disadvantage, some of our children do not always have the same access to trips and out of school experiences which can impact on their vocabulary and language skills. (Not exclusive to just PP children)*

- extra -curricular opportunities provided including; netball, flag NFL, cooking
- environment ambassadors
- house captains
- Trees for cities
- library visits

Challenge 5: *Attendance is a challenge in our school, due to the high levels of mobility which also impacts on learning.*

- Attendance of PP students 94.06% Non-PP 94.07%
- Support from learning mentors to overcome barriers

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
Read Write Inc	Ruth Miskin Training
Collins Big Cats Books & Snap Science	Collins Connect
Kapow Curriculum	Kapow Primary
White Rose Maths	White Rose Hub

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

Further information (optional)

The school is a reflection of the cultural and ethnic diversity of the area as the majority of our children are from homes where English is a second or third language. Our children come from many cultures (40 countries) and speak several languages (currently 54) and the majority start school with very low-level language skills.

In order to ensure our children make good or better progress, we are robust in following the advice and support given to us through regular monitoring and evaluation from the CEO, SIA, LA, HEP and external consultants.

Some families find it very difficult to engage with school life, and as a school, we support a community that faces a range of challenges. The PP numbers do not reflect the high level of needs of our most disadvantaged families who have no recourse to public funds and are therefore not eligible for free school meals. Everything we do is framed around supporting our families, ensuring inclusion, and addressing the disadvantages of all our children.