

## Pupil premium statement for Ryders Green 2022/23

The pupil premium statement below is an example, created for a fictitious primary school. Its purpose is to help you populate the DfE pupil premium template. All schools are required to use the DfE template to complete and publish their pupil premium statement on their school website by 31 December.

Before completing the template, you should read the DfE's [Using Pupil Premium](#) guidance and the EEF guide to [using your pupil premium effectively](#).

School leaders are best placed to assess their pupils' needs and identify how to use the funding to help disadvantaged pupils to improve their attainment. This example statement is not intended to demonstrate any expectations regarding:

- The length of your statement or the volume and type of activity that you use your pupil premium (and recovery premium) to fund.
- The external providers you use, which is why there are references to 'purchase of a programme' rather than the name of a provider (you should state the name of any external providers in your statement).
- The targets you should set, which is why 'X' and 'X – Y' (for a range) have been used in place of specific figures for the purposes of this example.

### **Referring to evidence**

As per the pupil premium conditions of grant, you must draw on evidence of effective practice in your decision-making and reference this within your school's statement. You do not need to cite every piece of evidence you have referred to.

The evidence cited in this example is primarily from the Education Endowment Foundation (EEF), as the What Works Centre for educational achievement, but it is up to you to decide what forms of evidence you use to support your decision-making – you should satisfy yourself that it is strong evidence and applicable to your school and pupils.

### **Funding allocation and pupil eligibility figures**

Where you are required to enter the amount of funding you will receive this academic year, you should provide an estimate based on the data available to you at the time you complete your statement. You may wish to amend this when allocations are updated and when pupil premium allocations for the following financial year are published.

Where you are required to state the % of pupils eligible for pupil premium, you should provide the most up to date figure you have at the time you complete your statement.

## 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	Ryders Green Primary
Number of pupils in school	466
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Lucy Blackmore
Pupil premium lead	Lucy Blackmore
Governor / Trustee lead	Gavin Clowes/Leanne Allden

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161965
Recovery premium funding allocation this academic year	£16 965
COVID catch-up premium (devices)	£13 900
Pupil premium funding carried forward from previous years	£46 000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£192, 830

## 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 and young carers. 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	Assessments, observations, and discussions with pupils indicate underdeveloped <b>oral language skills and vocabulary</b> gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as readers.

3	Internal and external (where available) assessments indicate that <b>maths attainment</b> among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	<p>Our assessments and observations indicate that the <b>education and wellbeing</b> of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading. We also understand the need to improve children's fitness following lockdowns by starting our swimming provision and provide children with life-skills; and boost children's social and emotional needs</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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 predicted reading outcomes in 2021/22 show that 65% of disadvantaged pupils will meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 predicted maths outcomes in 2021/22 show that more than 65% of disadvantaged pupils will meet the expected standard.
Improved fitness and social and emotional needs post pandemic	Children are targets to work towards 85% at age related expectations and 35 % above age-related expectations in swimming.

## 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: £107,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>(Schofield and Sims Basic Skills, Bug Club e-books, Go Read and Comprehension)</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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>(Voice 21Oracy Initiative, collaborative structures)</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>(RWI training and resources)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>White Rose Hub resources</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	3

	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
Enhancement of children's social and emotional skills, wellbeing and fitness following COVID through swimming  (Sandwell Leisure Trust)	<a href="https://www.swimming.org/schools/school-swimming-training/#">https://www.swimming.org/schools/school-swimming-training/#</a> <a href="https://www.jigsawpshe.com/">https://www.jigsawpshe.com/</a> <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>	4
Enhancement of children's wellbeing and talents following COVID through instrumental swimming	<a href="https://youthmusic.org.uk/world-mental-health-day-music-vital-outlet-young-people#:~:text=In%20fact%2C%209%20in%2010,self%20Desteem%20and%20overall%20happiness.">https://youthmusic.org.uk/world-mental-health-day-music-vital-outlet-young-people#:~:text=In%20fact%2C%209%20in%2010,self%20Desteem%20and%20overall%20happiness.</a> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1086619/The_Power_of_Music_to_Change_Lives.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1086619/The_Power_of_Music_to_Change_Lives.pdf</a>	
Technological devices to improve children's achievement and close the gap after COVID. This means one device per child in KS2 and one between two in KS1  (Flash Academy, Century Tech – personalised software, Children's University Research units)	<a href="https://www.windsoracademytrust.org.uk/about/our-approach/ipads/ipads-for-learning-overview-and-benefits/">https://www.windsoracademytrust.org.uk/about/our-approach/ipads/ipads-for-learning-overview-and-benefits/</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university</a>  <a href="https://www.century.tech/">https://www.century.tech/</a>	1,2,3,4

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

Budgeted cost: £ 1782 (School Led Tutoring, £13,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>(Bespoke support from NHS Speech and Language consultant)</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 4</p>
<p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: **£83 928**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistant support in each class to close the gaps in confidence and achievement following the COVID pandemic</p>	<p>Oracy</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</a></p> <p>Learning Behaviours (Social and Emotional focus)</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf</a></p> <p><b>Feedback</b></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/EEF_Feedback_Recommendations_Poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/EEF_Feedback_Recommendations_Poster.pdf</a></p> <p><b>Metacognition and Self-regulation</b></p>	<p>1, 2, 3, 4</p>

	<a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</a>  <b><u>SEND in the main school</u></b> <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf</a>	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £192, 830**