

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	West Rainton Primary School
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	23.10.2021
Date on which it will be reviewed	February 2022
Statement authorised by	Full governing body
Pupil premium lead	Mrs A McDonough
Governor / Trustee lead	Rev Michael Beck

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,530
Recovery premium funding allocation this academic year	£9,715
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£98,245</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

### Contextual information:

- West Rainton Primary School is much smaller than average. A large proportion of the pupils come from families with high levels of deprivation. The school's deprivation indicator is significantly higher than the national average placing us within the top 20% of disadvantaged schools nationally.
- The number of pupils eligible for Free School Meals (FSM) is higher than the national average.
- The majority of the pupils are white British but the school also has a high proportion of Gypsy Roma and Travellers of Irish Heritage (GRT) pupils. (20% of the school population)
- There is very little difference between the school and the national stability rate showing the school is in line with national average for movement within school.
- Data shows that the school population is stable over time, with an increasing number of disadvantaged pupils from families with high levels of deprivation. The proportion of GRT pupils has stayed broadly in line with last year.

Our key objective in using the pupil premium grant is to diminish attainment gaps between pupil groups. As a school we have a significant track record of ensuring pupils make good progress, and we continue to strive to close the gap in achievement between disadvantaged and other pupils. With the support of Local Authority expertise, we have an enhanced focus on providing more opportunities for basic skills of reading, writing and maths across the school, including a strong focus on language and communication as well as early reading in EYFS.

A significant amount of additional funding has been allocated to the school and we are determined to ensure that it has maximum impact. Careful analysis of internal and external pupil-level data, historical attainment and progress rates, as well as a huge amount of qualitative data is used to ensure the funds are used to maximum effect. Our school improvement planning, and robust monitoring and evaluation procedures guide us in where and how to spend our pupil premium allocation.

We have also used existing research and publications, including those from Ofsted and findings of studies undertaken by the Education Endowment Foundation, to enable us to make decisions relating to provision. Training provided by Durham Education Development Service also helped us to understand the systems and approaches that work in relation to the attainment of specific groups of learners, and how to document impact on a whole school level.

We have sought external organisations and identified opportunities for children to have an enriched and enhanced experience of the curriculum. Implementing a broad and ambitious curriculum as well as an extensive range of quality extra-curricular opportunities is also a focus for significant resource spending in the coming year. Music, art, drama and sports' experiences\* have also been a curriculum enrichment priority of this year to increase pupils' cultural capital. \*The PE and sports' premium strategy documents and funding support this.

Support timetables for all support staff show increased and detailed targeted support for pupils eligible for pupil premium across the school. It is of paramount importance to us that all pupils reach their full potential across a broad and rich curriculum entitlement.

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in skills and knowledge, particularly in core subject areas, that have appeared due to disruptions to learning.
2	Low levels of literacy, language and communication on entry into EYFS.
3	Pupils within the bottom 20% of achievement require significant additional support in core areas of reading, writing and maths.
4	Low aspirations around engagement with school (including attendance in some cases) and future steps towards careers.
5	Engagement with, and development of skills, knowledge and understanding in subjects other than maths and English requires significant enrichment to be cohesive, memorable and progressive.
6	Opportunities to build and promote pupils' social, moral, spiritual and cultural development from home are rare, and have been further limited during 20-21.
7	Pupils' physical and mental wellbeing has been negatively impacted upon during 2020 lockdown restrictions.
8	Increasing proportion of GRT pupils who join the school late after weak experiences elsewhere or with huge gaps in education. In 2021-22, this also includes pupils who had low levels of engagement with home-learning provision during the first partial closure.

## 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
High proportions of pupils close gaps in skills and knowledge, particularly in core subject areas, that have appeared due to disruptions to learning.	<p>An effective tutoring and intervention timetable is established and tailored to pupils' individual needs.</p> <p>High proportions of targeted pupils close gaps in skills and knowledge in core areas of reading, writing and maths and meet age-related expectations over time, ideally by the end of the academic year 21-22. This will remain under review, however, and may be a longer-term outcome.</p> <p>Assessments in areas such as spelling, reading age, phonics, multiplication tables, GPS and arithmetic show improving performance over time and accelerate progress towards age-related expectations.</p>
The new EYFS curriculum is implemented and promotes literacy, language and communication and early reading from 2-5 years old.	<p>A new EYFS curriculum is implemented across nursery and reception, fully resourced and with significant training for all staff involved in its delivery.</p> <p>Regular monitoring shows an effective and significant focus on literacy, language, communication and early reading with observations and assessment showing increasing proportions of pupils enter their next stage of learning with skills and knowledge appropriate for their age.</p>
Pupils in the bottom 20% of achievement across the school receive the support required to close	School-led tutoring grant, pupil premium and recovery premium is used to recruit an additional qualified teacher to

the gaps in their knowledge and skills in core areas of learning.	<p>carry out tailored intervention, tutoring and support that build on quality first teaching in the classroom.</p> <p>Core skills of reading, comprehension, phonics, writing composition, GPS, arithmetic and number knowledge are all targeted in individual sessions securing improvement over time from baseline assessments.</p>
All pupils attend on every day possible and are provided with engaging provision that increases their awareness and value of learning as well as beginning positive career pathways.	<p>A programme of enriching and engaging experiences is timetabled across the academic year to rebuild strong values for learning.</p> <p>Enrichment experiences target pupils across the school in regular intervals and views of pupils and staff is gained on its impact.</p>
All pupils have a broad, ambitious and engaging learning experience that is well-planned, cohesive and progressive, in line with the school's curriculum vision.	<p>Curriculum planning continues to be implemented and monitored to ensure it meets the school's overarching key drivers.</p> <p>Subject leaders can talk with confidence about the richness of their subject's intent and implementation, drawing on experience of a range of monitoring types.</p>
All pupils have regular and varied enriching experiences and opportunities to develop personally and socially, in a way that promotes their understanding of equality and diversity.	<p>Resourcing and planning of trips, visits, visitors and learning experiences takes into consideration a range of ambitious, engaging and aspects of equality over time.</p>
All pupils have their physical and mental wellbeing needs supported and met, through a variety of means and provision, including use of external agencies.	<p>The school has an identified and trained youth mental health first aider and wellbeing lead.</p> <p>External agencies are used to good effect to support pupils where the school's existing inclusive, nurturing practise is not fully meeting specific needs.</p> <p>The school runs a Relax Kids after-school provision.</p> <p>The school has a qualified staff wellbeing lead as well as supporting governors.</p>
Pupils with gaps in their education background receive additional support to close gaps in knowledge, skills, understanding and value for learning.	<p>Pupils who join the school at points other than reception, are appropriately assessed and evaluated in terms of support required.</p> <p>External support is sought for pupils where required, EG EAL support.</p> <p>Pupils are identified to participate in the tutoring or intervention programmes on offer. In these cases, high proportions of targeted pupils close gaps in skills and knowledge in core areas of reading, writing and maths and meet age-related expectations over time</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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD in EYFS curriculum and supporting training in language, literacy and communication.</i>	EEF- oral language interventions study Significant training is required to implement a new framework and approach.	2
<i>Read Write Inc. training for 2 new staff members.</i>	EEF- phonics study EEF- teaching assistant interventions study	1 2
<i>Additional qualified teacher recruited for tuition/intervention programmes.</i>	EEF-small group tuition study	1 3 8

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

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tuition and intervention programmes in core skills.</i>	EEF- teaching assistant interventions study EEF-small group tuition study	1
<i>Nuffield Early Language Intervention</i>	EEF- teaching assistant interventions study	1 2

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enriching and engaging learning experiences are planned and delivered to enhance curriculum and re-establish strong attendance habits. Arts and participation forms a significant part of this.</i>	EEF- arts participation study	4 5 6
<i>Support for youth mental health first aid and mental wellbeing, including training, resourcing, use of external services where needed.</i>		7
<i>Parental engagement strategies re-implemented to raise profile of working together for success.</i>	EEF- parental engagement study	1 2 3 4

**Total budgeted cost: £ 98,000**

## 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 2020 to 2021 academic year.

Core aims of supporting pupils both academically and personally through the challenges of a pandemic formed the majority of the strategy statement for 2020-21. Ensuring pupils felt safe, happy and settled across the year- through various forms of learning- was the top priority.

The school made significant purchases of 20 laptops and mobile phones for staff use, as well as developing significant training in hybrid-learning packages to enable pupils to engage with learning remotely where needed. The school did, however, bring many pupils into the building during the Jan-March 21 lockdown, believing it to be in pupils' best interests.

The school made good use of arts-based enrichment experiences to rebuild pupils' relationships with learning, each other and themselves.

An academic mentor was also brought onto the team to work alongside existing in-school interventions and tutoring to begin closing gaps in learning.

Internal assessment and data analysis shows that a focus on boys' progress in early years had a positive impact with 70% of boys in reception meeting GLD. (60% of pupils overall met GLD).

In year 1, 17/23 children passed the phonics screening check (74%) that the school held despite being non-statutory. In comparison, national average in 2019 was 82%. A gap in attainment between boys and girls was evident however so y2 boys will be one group targeted in intervention programmes in 21-22.

In October half term in 2020, y2 pupils were required to sit a phonics screening check missed in y1. At that point 10/21 passed (48%). Booster clubs, targeted intervention and academic mentoring intervention as well as in class phonics sessions continued all year. Out of the remaining 11 pupils, 9 passed with very high scores (82%) in June 2021. This means that 90% of the cohort have now met the standard prior to going into KS2 (national average 2017-2019 is around 60%). The two remaining pupils both joined us this year from other settings and whilst it was still our goal to reach the pass

mark, both came from very low starting points but made significant progress across the year. They will continue to receive support in phonics and reading in 21-22.

Year 2 SATs assessments were carried out in school

Reading 50% (50% of girls, 50% of boys) (NA 2019 75%- 79% girls, 71% boys)

Writing 72% (75% of girls, 70% of boys) (NA 2019 69%- 76% girls, 63% boys)

Maths 72% (75% of girls, 70% of boys) (NA 2019 76%- 77% girls, 75% boys)

Whilst the reading score was not as high as hoped, the priority this year was the mechanics of reading which you can see was addressed in the same cohort's phonics results. Comprehension skills and stamina to access higher-level texts will form a significant part of y3 teaching and learning.

In year 4, a multiplication tables check was carried out in June 2021. Out of 22 pupils- 7 got full marks (25/25) which was 32%. In the 2019 sample schools which had 33% full mark rate were ranked in the top 10% of schools nationally so school would sit just on the cusp of that.

16/22 pupils attained a score of 20+ which is 73%

Our average score was 21.7. In 2019 the average score was 18.4 and an average score of 21.8 put schools in the top 10% nationally, so again broadly in this bracket.

And finally in Year 6 SATs assessments, out of a cohort of 10 pupils, 9 pupils passed all assessments in July 2021. 90% combined RWM which is well above national average in normal circumstances (65% NA in 2019)

100% of girls attained EXS combined in RWM. 83% of boys attained EXS combined in RWM. This compares to 70% girls and 60% boys nationally in 2019.

In addition, 33% of pupils reached high score standard in reading. 40% of boys, 17% of girls. This compares to 27% NA in 2019, 22% of boys and 32% of girls.

33% of pupils reached high score standard in maths. 60% of boys, 0% of girls. This compares to 27% NA in 2019, 29% of boys and 24% of girls.

A focus on reaching high score/greater-depth standard remains an area for improvement in school overall, however it has to be taken into account that progress in this area has been impacted upon by significant disruption to learning in the past two academic years.

*Due to the ongoing situation, and perhaps more damaging impact of the pandemic in 20-21 academic year, many outcomes will be required to be continued into the 21-22 academic year and beyond. This is reflected in the current intended outcomes in this document.*

## **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*

<b>Programme</b>	<b>Provider</b>
N/A	