

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Ryhall CE Academy
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Trust AIO- Katherine Towns
Pupil premium lead	Dawn Jesson
Trustee lead	Margaret Holman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 52,739
Recovery premium funding allocation this academic year	£ 4350
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£0.00
Total budget for this academic year	£57,089

Part A: Pupil premium strategy plan

Statement of intent

We aim to ignite a passion for lifelong learning, develop great thinkers who embrace challenge, promote curiosity, enthusiasm, independence, self-belief and confidence which inspires and prepares every child to live 'life in all its fullness' (John 10:10) so that they may look back in pride and forward with confidence.

Improving the achievement of disadvantaged pupils is integral to all key priorities in our improvement plan relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage.

We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker.

Our three- tiered approach has high quality teaching at the core of our pupil premium strategy proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve.

All colleagues take responsibility for our whole school approach 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	Links to Tiers
1	Internal assessments, observations, and discussions with pupils and their parents/carers, suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers	1, 2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school.	1, 2
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-fiction	1, 2

	and textbooks to support their facility as writers in KS2 in readiness for secondary school.	
4	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary 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.	1, 2
5	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 2 years all our disadvantaged pupils arrived below age-related expectations. This gap remains steady to the end of KS2	1, 2
6	Our assessments and observations indicate that the education and wellbeing 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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.	1, 2
7	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. All of our children receiving small group interventions are disadvantaged.	3
8	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. 26% of our disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.	3

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	Challenge Number	Success criteria
Improved phonics outcomes for disadvantaged pupils.	1	Phonics outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard in the phonics screening check.
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	4	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 maths attainment for disadvantaged pupils at the end of KS2.	5+6	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	7	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	8	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

		the percentage of all pupils who are persistently absent being reduced so that it is below the national average.
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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.

Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 21,728.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised tests and MARK analyses for reading and maths.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,5,6
Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action. We will continue to: <ul style="list-style-type: none"> • access Trust CPD • commission the external teaching and learning consultant to work with staff throughout the year • maintain a strong emphasis on QFT in our internal CPD programme specifically focussing on scaffolding and challenge. 	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school-based factor (<i>EEF</i>)	1, 2, 3, 4, 5, 6
Continue with the DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. We will continue to: <ul style="list-style-type: none"> • Access RWI training by subscribing to the online training package. • Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external consultants. 	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1

<p>To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on reading and the teaching sequence. • Maximise support from the Trusts' Literacy consultant. • Provide regular non-contact time for our English SLs to work with class teachers, TAs and external consultants. • Use AR to assess pupils each term using the STARS assessment and track ZPDs 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	<p>2</p>
<p>To devise a whole school approach to teaching times tables and recognising pupil achievement</p> <p>We will:</p> <ul style="list-style-type: none"> • Visit other schools to share best practice • Use TT Rockstars to increase pupil engagement with time tables • Create a whole school approach to teaching tables 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	<p>5+6</p>
<p>To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on reading and the teaching sequence. • Maximise support from the Trusts' Literacy consultant. 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	<p>3</p>

<ul style="list-style-type: none"> Provide regular non-contact time for our English SLs to work with class teachers, TAs and external consultants. 		
<p>To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving</p> <p>We will continue to:</p> <ul style="list-style-type: none"> access Trust CPD on maths Maximise support from the Trusts' Maths consultant. Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants. 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school-based factor (<i>EEF</i>)</p>	5, 6
<p>To devise and implement a school wide approach to teaching and learning using Rosenshine Principles</p>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school-based factor (<i>EEF</i>)</p>	1,2,3,4,5 +6

Tier 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 24,347.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase annual subscriptions for reading and maths interventions.</p> <p>(SHINE)</p>	<p>Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition.</p> <p>(<i>Teaching & Learning Toolkit: EEF</i>).</p>	2, 5, 6
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Additional reading sessions targeted at disadvantaged pupils</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method</p>	2

who require further reading support.	to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Additional writing sessions targeted at disadvantaged pupils who require further writing support.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	5, 6

Tier 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11,013

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour as communication, Zones of Regulation and Emotional Coaching	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	7
Increased provision of ELSA support to ensure identified pupils receive timely support to ensure positive engagement and attendance at school.	Evidence suggests the use of metacognitive strategies which get pupils to think about	7

<p>Subsidising club subscriptions, residentials, extracurricular provision and cost of music tuition to remove barriers to involvement in extra-curricular activities for disadvantaged pupils.</p>	<p>their own learning can be worth an equivalent of 7 months + progress when used well:</p> <p>Metacognition and Self-Regulated Learning – EEF.</p>	<p>7,8</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>8</p>

Total budgeted cost: £ 57,089

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 2022 to 2023 academic year.

By the end of Key Stage 2, 80% of pupils who were in receipt of Pupil Premium achieved the expected standard combined in reading, writing and maths. In reading 100% of pupils achieved the expected standard and in writing and maths 80% of pupils achieved the expected standard. This is above the school average of 70% for all pupils and above the national average. Pupil Premium eligible pupils achieved a scaled score of 103 in maths and 104.8 in reading, these were improvements on the previous year of 7.5 in maths and 4.6 in reading.

In key stage 1, 100% of Pupil Premium pupils achieved the year 1 phonics screening. This is against a school average of 97% for the whole cohort. By the end of year 2 75% of Pupil Premium pupils achieved the expected standard in maths. Only 50% achieved the expected standard in reading and writing however this is only 4 pupils representing 14% of the whole cohort.

Internal data demonstrates that across the whole school, 71% of Pupil Premium pupils are on track to achieve the expected standard in reading, 75% in maths and 63% in writing. 90% of Pupil Premium pupils are on track across the whole of key stage 1.

Attendance in the academic year 2022-23 showed that Pupil Premium pupils attending school for 93% of sessions against the whole school percentage of 95%.

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
White Rose Maths	White Rose Maths
RM SHINE/Assessment	RM Hodder
Purple Mash	2 Simple
Times Table Rock Stars	Maths Circle Ltd
Read, Write Inc	Ruth Miskin

Accelerated Reader	Renaissance
SeeSaw Education	SeeSaw Education
WalkThrus	John Catt
Charanga	Charanga Ltd
Jigsaw PSHE	Jigsaw PSHE Ltd
Access Art	Access Art Ltd