

Pupil premium strategy statement 2023-2024

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	Reay Primary School
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	October '23
Date on which it will be reviewed	July '24
Statement completed by	Kate Hartill (Acting Head Teacher)
Pupil premium lead	Kate Hartill
Governor / Trustee lead	Ross Burnett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

Part A: Pupil premium strategy plan

Statement of intent

At Reay Primary our ultimate objective is to narrow the attainment gap and maintain good progress for all regardless of challenges they may face. We will tailor provision to ensure individual needs are met, with all staff working in partnership to ensure this.

All pupils will be supported and our excellent relationships with our families and community meaning we know where the needs are and families and pupils will be supported regardless whether they are disadvantaged or not.

Our experienced and dedicated staff use high quality teaching in each and every lesson. Through regular pupil progress meetings the disadvantaged pupils are targeted and pertinent interventions are put in place.

Through regular assessment and pupil/ staff dialogue, staff respond to the needs of the individual.

Our key aims are to;

- *Remove barriers to learning*
- *Narrow the attainment gap between disadvantaged and non- disadvantaged pupils*
- *Disadvantaged pupils will make good or better progress*
- *Have a challenging curriculum that represents our community*
- *Forge strong family links with school*
- *Work with families to maintain a good level of attendance*

Challenges

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

Challenge number	Detail of challenge
1	<i>Baseline assessment upon entry in Nursery and Reception shows a large number of pupils have speech and language difficulties</i>
2	Improve attendance and punctuality for all groups
3	A significant number of our pupils experience emotional and social barriers impacting on their learning, waiting lists for CAHMs have greatly increased
4	High quality teaching and learning in all lessons with support
5	Develop positive learning behaviours
6	40% of our pupils have English as an additional language this impacts upon some families engaging with school due to a lack of understanding

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
<i>To diminish the gap in pupils' speech and language skills</i>	<ul style="list-style-type: none"> • Tracking and assessment of speech and language groups. SALT therapist employed. Lego therapy used as an intervention • Vocabulary is highlighted on skills and progression maps and taught across the key stages
A higher percentage of pupil premium pupils gain ARE at the end of key stages	<ul style="list-style-type: none"> • More than 60% of disadvantaged gain GLD, outdoor environment is improved for Nursery and Reception • Greater than 70% achieve the expected standard for Phonics screening • A greater number of disadvantaged pupils at the end of KS1 gain the expected standard • At the end of KS2 a greater number of disadvantaged pupils achieve the expected standard in the combined standard of RWM
High quality teaching in each and every lesson	<ul style="list-style-type: none"> • Staff are supported with quality CPD. • Regular learning walks show high quality teaching • Book looks show progress in pupil's books • Peer observations improve staff development
Pupils social, emotional and behavioural needs will be supported.	<ul style="list-style-type: none"> • ELSA taking place daily • Staff member leads on mental health • Staff members trained to deliver talking art therapy • Positive behaviour policy used by all • Regular input from Educational Psychologist
Teaching Assistants will be supported in delivering intensive support in reading and maths	<ul style="list-style-type: none"> • Staff will be trained in accurate delivery of Phonics • Training for the hearing of 1:1 readers to have effective results is delivered

	<ul style="list-style-type: none"> • Inference training for all staff • Whole school approach to teaching of Times Tables • A whole school approach to the teaching of times tables is used
Attendance and punctuality improves	<ul style="list-style-type: none"> • Attendance office supports pupils and parents where there is need. Regular scrutiny of attendance data. • Meet national averages.
The curriculum reflects our community	<ul style="list-style-type: none"> • Black history is embedded through out the curriculum • The Abbasid dynasty is taught • Diversity is covered and books reflect our cohort leading to greater engagement • Trips and clubs for enrichment
Ensure that our pupils do not go hungry- link with National Schools Breakfast Programme	<ul style="list-style-type: none"> • Daily bagels provided
Parents are engaged and active part of the school community no matter what the barriers are	<ul style="list-style-type: none"> • Active PSA which is inclusive to all • Events which are inclusive- Bonfire night, Bingo, jazz evening, BBQ for EYFS parents • High parental turnout for coffee mornings and Parent's evening • The inclusivity of parents bridges gaps and helps attainment

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: £ 165,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>The Bug Club as a phonics scheme has been embedded all support staff to have pertinent training in phonics delivery</i></p> <p>Staff trained on hearing 1:1 readers</p>	<p>https://www.pearson.com/uk/educators/schools/news/schools-blog/2021/05/bug-club-phonics-and-dfe-ssp-validation.html#:~:text=Bug%20Club%20Phonics%20offers%20schools%20who%20are%20used,that%20enables%20all%20children%20to</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Research has shown that disadvantaged pupils receive similar or greater benefits from systematic phonics teaching</p> <p>Evidence is proven that for phonics to be effective the approach must be consistent with texts</p> <p>https://www.evidence4impact.org.uk/interventions/1060?page=10#:~:text=Inference%20training%20is%20a%20group%20intervention%20for%20pupils,conversations%20in%20groups%20to%20help%20boost%20reading%</p>	1,3
<p><i>A Speech and Language therapist is employed 1 day a week</i></p>	<p>The Better Communication Research programme and The Communication Trust show the benefits of improved SALT and the importance of universal approaches.</p>	1, 6
<p><i>The EYFS indoor and outdoor environment is developed</i></p>	<p>The benefits of outdoor learning in the early years National Literacy Trust Indoor and Outdoor Environment - Early Years Matters</p>	1,2,3,5,6
<p><i>The outdoor area is used for key areas of learning including resilience and risk taking</i></p>	<p>https://literacytrust.org.uk/blog/the-benefits-of-outdoor-learning-in-the-early-years/ https://www.lindleyeducationaltrust.org/why-outdoor-learning/</p>	1,3,6
<p><i>Beanstalk volunteer in place</i></p>	<p>Coram Beanstalk's one-to-one reading support is proven to help improve the reading attainment, self-confidence and enjoyment of reading of children who are struggling or reluctant readers.</p> <p>https://www.beanstalkcharity.org.uk/whatwedo</p>	1,2,3,4, 5

	<p>Coram Beanstalk's reading helpers use our Reading Records to demonstrate children's progress under the following three outcomes:</p> <ol style="list-style-type: none"> 1. Children accelerate in their reading progress, narrowing the gap with their peers 2. Children increase in confidence and attitudes to reading and wider learning 3. Children increase their enjoyment of reading 	
<p><i>Books reflect our community and are age appropriate- through their assessment children have the tools to choose the correct reading level book</i></p>	<p>Renaissance reader to regularly assess readers and level books accordingly. https://www.renaissance.com/solutions/accelerating-learning-in-literacy/</p> <p>Selection of books for each reading level in the classrooms and shared reading areas.</p> <p><u>Education Endowment Foundation Study Renaissance Learning % (ren-learn.co.uk)</u></p> <p>New Chapter Books to purchase diverse literature</p>	1,3,6
<p><i>Pupils well being and mental health is supported</i> <i>Training for school</i> <i>Mental Health Lead</i></p>	<p>SLT member becomes a mental health lead</p> <p>ELSA- ELSA TA in place</p> <p>https://www.elsa-support.co.uk/what-is-elsa-intervention/</p> <p>3 staff members trained to deliver talking art therapy</p> <p>https://drawingandtalking.com/</p> <p><u>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</u></p>	3,4
<p><i>Booster lessons delivered by HLTA</i></p>	<p>Small group work for interventions- HLTA – before school</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2,4,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Training is delivered for Tas to support them in</i></p>	<p>Time for training</p>	1,4,5

<p><i>effective intervention teaching.</i></p> <p>INSET training for reading and phonics for</p>	<p>Education psychologist for training</p> <p>Lego therapy Lego therapy interventions - Specialist interventions - Interventions - Services - HSR Psychology - Clinical and educational psychology service for children and young people, based in Manchester.</p> <p>Precision Teaching An Introduction to Precision Teaching Leeds for Learning</p>	
<p><i>CPD to maintain High quality teaching</i></p> <p><i>Multi Lingual Poetry</i></p> <p><i>INSET- home language is valued whilst becoming proficient with English</i></p>	<p>National College</p> <p>Mantle of the Expert training</p> <p>https://www.education.ox.ac.uk/report-published-today-provides-evidence-on-what-influences-an-eal-learners-to-mitigate-language-learning-loss/</p>	1,2, 3,4,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance officer works closely with parents promoting the impact of good attendance. Learning Mentor promotes engagement with school and learning</i></p>	<p>Parents are clear on expectations</p> <p>The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk)</p>	2
<p><i>Parental engagement- tours, parents evening, assemblies, parental workshops, active PSAs</i></p>	<p>Active Reay community. Parental links with school is priceless</p> <p>What do PTAs do and why should you join one? PTA members answer your questions - The Education Hub (blog.gov.uk)</p>	6
<p><i>All pupils from Y3- Y6 will receive high quality music provision</i></p>	<p>10 things booklet-1.pdf (musicmark.org.uk)</p>	3,4
<p><i>Subsidy for after school clubs</i></p>	<p>Extra curricular enrichment to promote good mental health and enjoyment</p>	2,6
<p><i>Ending child hunger</i></p>	<p>National school breakfast club programme - GOV.UK (www.gov.uk)</p> <p>The Felix Project - London Charity Fighting Hunger and Food Waste</p>	2,3

Total budgeted cost: £ 165,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our school's internal data monitors the attainment and progress for all pupils but we especially compare the outcomes for our disadvantaged pupils. Our progress data is very positive for the disadvantaged pupils however the gaps for attainment are significant at KS2. The 2022-2023 had 8 EHCPs with two more pupils gaining EHCPs in Y7. Thus in reality 10 EHCPs and 4 other pupils with SEND. Eleven of these pupils were also Pupil Premium.

Our Phonics screening 2023 had the same outcomes for all pupils.

KS1 data 2023 had no significant gaps in the attainment.

We are using very good interventions such as precision teaching, booster classes and inference reading to narrow the attainment gap at the end of KS2.

The following DATA details the impact that our pupil premium funding and activity on pupils during 2022- 2023

Foundation Stage Profile; GLD-55% (70% whole cohort)

Phonics Screening ;78% (77%)

	KS1- Pupil Premium 16 pupils		
	Reading	Writing	Maths
AT ARE	69% (70%)	63% (76%)	69% (73%)
Above ARE	25% (20%)	13% (43%)	6% (20%)

	KS2- Pupil Premium 18 pupils -11/18 SEND		
	Reading	Writing	Maths
AT ARE	56% (71%)	67% (79%)	50% (68%)
Above ARE	6%% (18%)	6% (14%)	6% (50%)

We continue to lessen the gap between pupil premium children and those who aren't. We ensure all of our pupils have high quality teaching and interventions are pertinent to each child. The use of outdoor HLTA has helped to develop Speech and Language for our pupils and we have been able to employ a SALT therapist one day a week. SALT difficulties is a great disadvantage for learning and we strive to diminish SALT difficulties to enable all of our pupils.

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
Bug Club	Pearson
Music Enrichment	In Harmony Lambeth
Beanstalk Readers	Coram