

Pupil premium strategy statement 2024-2025

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	227
Proportion of pupil premium eligible pupils	48.43%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	7 th October 2024
Date on which it will be reviewed	7 th October 2025
Statement completed by	Kate Hartill (Acting Head Teacher)
Pupil premium lead	Kate Hartill
Governor / Trustee lead	Margaret Peacock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,770
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 and commitment is to support all pupils, regardless of background or individual barriers to succeed to narrow the attainment gap and make excellent progress across all areas of the curriculum. We will tailor provision to ensure individual needs are met, with all staff working in partnership to ensure this. Our Pupil Premium Strategy is to ensure that all pupils experience the highest possible quality of teaching and have access to targeted support.

High quality teaching has the greatest impact on narrowing the disadvantaged attainment gap and thus ensuring we have the highest possible quality of teaching is our main objective. This is in line with the EEF's Pupil Premium Guide which recommends the tiered approach of high quality teaching, targeted academic support and wider strategies.

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.

We know that some of our pupils face non-academic challenges which can impact upon their learning, including; attendance, mental health and well-being. Subsequently we offer a curriculum which meets our community, offering experience rich subsidised trips, we have excellent pastoral care. To offer equality for our pupils our excellent music provision from InHarmony Lambeth provides high quality instrumental tuition through KS2.

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 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 and offers experiences*
- *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
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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	In KS2 there is a notable difference in the number of greater depth children between disadvantaged and non- disadvantaged.
5	Children become further secure in number fluency, phonics and reading
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, remove barriers to engagement and ensure the curriculum reflects our community

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>1.To diminish the gap in pupils' speech and language skills in particular for pupil premium children</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
<i>2.Attendance and Punctuality of our pupil premium children is in line with non pupil premium children</i>	<ul style="list-style-type: none"> Whole school attendance at 95% Attendance officer supports families Better Start and Early Help support from Inclusion lead Enjoyable curriculum Lack of gaps in attainment Self esteem
<i>3.Pupils well being and mental health is supported across the school</i>	<ul style="list-style-type: none"> More staff members to be trained in Drawing and Talking Therapy ELSA training Mental Health leads become mental health first aiders Additional Sensory room for EYFS Positive behaviour policy used by all Improve play areas

<p>4. There is a higher proportion of disadvantaged children attaining greater depth in reading and writing</p>	<ul style="list-style-type: none"> • More than 60% of disadvantaged gain GLD, outdoor environment is improved for Nursery and Reception • Greater than 70% of PP achieve the expected standard for Phonics screening • A greater number of disadvantaged pupils at the end of KS1 gain the expected standard and greater depth • At the end of KS2 a greater number of disadvantaged pupils achieve the expected standard in the combined standard of RWM as greater depth
<p>5. Children become even more secure in number fluency allowing them to better access problem solving as they progress through the school. Teaching Assistants will be supported in delivering intensive support in reading and maths Staff more secure in correct deliver of phonics Reading attainment especially at Greater Depth for PP pupils rises through inference training and fluency Pupils vocabulary and learning improves with metacognition.</p>	<ul style="list-style-type: none"> • CPD from Maths lead • KS1 Working with the Maths Hub • The attainment gap narrows as children progress through the school • Whole school approach to teaching of Times Tables • A whole school approach to the teaching of times tables is used • Staff will be trained in accurate delivery of Phonics • Training for the hearing of 1:1 readers to have effective results is delivered • Inference training for all staff
<p>6. Parents are engaged and active part of the school community no matter what the barriers are The curriculum reflects our community</p>	<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 • Support with SEND strategies • Online Safety • Behavioural support • High parental turnout for coffee mornings and Parent's evening • The inclusivity of parents bridges gaps and helps attainment 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

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>A Speech and Language therapist is employed 2 days 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. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches-leads-to-7+ moths progress Enables pupils to access all areas of the curriculum</p>	<p>1, 3,4,5</p>
<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 The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk) Attendance officer provides support and guidance, Impact on attainment and progress as well as well being. Pupils want to come to school due to the inclusive and exciting curriculum</p>	<p>2</p>
<p><i>Pupils well being and mental health is supported throughout the school</i> <i>The outdoor area is used for key areas of learning including resilience and risk taking</i> <i>A whole school focus on metacognition led by the inclusion lead</i></p>	<p>Children need to be in a 'place to learn and positive mental health underpins their learning We currently have 3 support staff trained in Drawing and Talking Therapy, we will train 2 more 3 staff members trained to deliver talking art therapy https://drawingandtalking.com/ ELSA is emotional support for pupils, 2 staff members following training will support pupils enabling them to focus on their learning https://www.elsa-support.co.uk/what-is-elsa-intervention/ To support the whole school population the Inclusion lead will lead upon metacognition- when metacognition is used well it can have an impact of 7+ months progress. This will impact upon the attainment and progress of the disadvantaged pupils. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Metacognition-and-self-regulation-review.pdf?v=1670403038</p>	<p>3,2,4,5</p>

<p><i>Improved playtimes impact upon well being,</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition This will further support the school's focus on vocabulary and modelling language in the classroom</p> <p>Resources and outdoor play equipment. Tas playtime games.</p> <p>Playtimes and outdoor learning improve well being and subsequently learning The benefits of outdoor learning in the early years National Literacy Trust</p> <p>Indoor and Outdoor Environment - Early Years Matters</p> <p>https://literacytrust.org.uk/blog/the-benefits-of-outdoor-learning-in-the-early-years/</p> <p>https://www.lindleyeducationaltrust.org/why-outdoor-learning/</p>	
<p><i>There is a higher proportion of disadvantaged pupils attaining greater depth in reading, writing and maths</i></p>	<p>Implement structured number fluency intervention , to prevent number fluency being a barrier to mathematical problem solving. To help close these gaps we are working with the Maths Hub programme.</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-ks2/</p> <p>These have been delivered at INSET by the maths lead</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>To ensure pupils have high quality and diverse books to read. Foster a love of reading. Poetry assemblies, inference training, reading for fluency, Library open at playtimes</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>https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</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> <ol style="list-style-type: none"> 1. Children increase in confidence and attitudes to reading and wider learning 2. Children increase their enjoyment of reading <p>https://www.beanstalkcharity.org.uk/faqs/3-what-are-the-benefits-for-our-students</p>	<p>1,2,3,5,6</p>

	<p><i>Books reflect our community and are age appropriate- through their assessment children have the tools to choose the correct reading level book Renaissance reader enables staff to choose the correct text level for a pupil to excel a pupil's learning,</i></p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial</p>	
		1,3,6
<i>Booster lessons delivered by HLTA</i>	<p>Small group work for interventions- HLTA – before school. To narrow the attainment gap between the disadvantaged and non disadvantaged pupils. Increasing self esteem and well being,</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
<i>Training is delivered for Tas to support them in effective intervention teaching. Small group and 1:1 tuition</i>	<p>Time for training</p> <p>Education psychologist for training</p> <p>Small group and 1:1 tuition – EEF: high impact, moderate cost-provide the ideal opportunity for targeted and bespoke academic support. This impacts upon improved attendance, self esteem and pupil well-being</p> <p>Lego therapy Lego therapy interventions - Specialist interventions - Interventions - Ser-</p>	1,4,5

	vices - HSR Psychology - Clinical and educational psychology service for children and young people, based in Manchester. Precision Teaching An Introduction to Precision Teaching Leeds for Learning	
<i>Bug Club Phonics</i>	https://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/efficacy-and-research/reports/BUG-CLUB-Research-Report-v8.pdf - teachers and teaching assistants trained in phonics delivery. It is paramount that there is a high focus on early reading as it underpins all learning, phonics is one area of reading that TAs are trained to support along with key words, inference and fluency.	4,5,6
<i>Maths mastery and intervention groups</i>	Effectiveness of maths mastery through high quality teaching of maths has improved outcomes- White Rose, The Maths Hub, NRich, Count on Us Challenge	4,5,6
<i>Booster lessons for Year 6</i>	Early morning sessions for an extended day. This also improves punctuality and attendance	2,4,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
		2
<i>Parental engagement- tours, parents evening, assemblies, parental workshops, active PSAs</i>	Active Reay community. Parental links with school is priceless What do PTAs do and why should you join one? PTA members answer your questions - The Education Hub (blog.gov.uk) Inclusive environment and inclusive curriculum Coffee mornings and BBQ Invaluable SEND support	6
<i>All pupils from Y3- Y6 will receive high quality music provision to promote engagement and close inequality gaps</i>	10 things booklet-1.pdf (musicmark.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation +3months progress	3,4,6

	<p>Parental income must not be a barrier to instrument tuition.</p> <p>Improved self esteem through performance</p>	
<i>Subsidy for after school clubs and trips</i>	<p>Extra curricular enrichment to promote good mental health and enjoyment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Creates new experience which aid reading, writing and spoken language.</p>	2,3,4
<i>Increasing parental engagement</i>	<p>Parents engagement directly impacts upon a child's experience of school. Schools should be a community for parents for staff, parents and pupils.</p>	2,3,6
<i>Improving attendance and punctuality</i>	<p>https://www.rcgp.org.uk/blog/benefits-of-school-attendance</p>	2,6

Total budgeted cost: £ 166000

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 2023 to 2024 academic year.

The pupil premium funding had a very successful impact upon narrowing the gap between our disadvantaged pupils and non-disadvantaged pupils. In every year group bar Reception the attainment and progress for the groups was very diminished. This year we will further prioritise our Early Years cohort to narrow the gap between the disadvantaged and non-disadvantaged pupils.

Where gaps still remain are between pupils gaining greater depth thus we make our sure that pupils have access to wonderful trips, music and art to give them a broad range of experiences.

We will continue with high quality teaching and our high quality curriculum. Speech and Language therapy in the Early Years will help to further narrow the gap.

Where there were notable gaps in our phonics data between disadvantaged and non-disadvantage this was due to pupils having SEND. Our inclusion lead continues to train staff and make interventions pertinent, short and act upon each child's need- such as precision teaching.

Our community with our active Parent Group continues to embrace and welcome new parents making sure we really are an inclusive school and this helps to bridge a gap between education and home.

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
Drawing and Talking Therapy	https://drawingandtalking.com/

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?	
What was the impact of that spending on service pupil premium eligible pupils?	