








**Our vision is** *to enable children to become lifelong learners by creating a safe learning environment that nurtures individuality and enhances potential*

We believe that Reay can continue to build on successes through the implementation of our **core values:**

-  ***We're courageous - we understand that we learn from our mistakes***
-  ***We're imaginative - we're creative thinkers and doers***
-  ***We're curious - we encourage inquisitiveness and risk taking***
-  ***We're proud - we empower everyone, we want everyone to succeed***
-  ***We're original - we celebrate difference***

## Pupil premium strategy statement Reay Primary School 2021-22

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   | Reay Primary School               |
| Number of pupils in school  | 230                               |
| Proportion (%) of pupil premium eligible pupils                         | 49.57% (115 pupils)               |
| Academic year/years that our current pupil premium strategy plan covers | 2021-22                           |
| Date this statement was published                                       | September 2021                    |
| Date on which it will be reviewed                                       | September 2022                    |
| Statement authorised by   | Caroline Andrews and Kate Hartill |
| Pupil premium lead  | Caroline Andrews                  |
| Governor / Trustee lead   | Caroline Harrison                 |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £127,050 |
| Recovery premium funding allocation this academic year  | £12,905  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £139,955 |

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention at Reay Primary School is that all pupils, irrespective of the challenges they may face, make good progress and achieve well across all subjects.

We will use the Pupil Premium Strategy to support our disadvantaged pupils in all aspects of their school life. By the time pupils leave Reay Primary school we aim to narrow the gap between disadvantaged pupils and their peers.

The activities outline in this strategy will support all pupils at Reay regardless of whether they are disadvantaged or not. Being a one form entry school ensures that we know all of our families well and we are able to support with the challenges they may be faced with.

Our experienced staff ensure that high quality teaching is part of everyday life at Reay. We understand our children and work hard to ensure our teaching has an impact on the attainment gap. Our strategy focussing on narrowing gaps for our disadvantaged pupils through targeted support, such as the employment of a Speech and Language therapist for one per week in EYFS. We aim to support the pupils who have seen the greatest impact of Covid 19.

Through robust assessment systems we are responsive to the individual challenges that our pupils face but also respond the common challenges.

Our key aims are:

**To raise the attainment and progress** of pupils eligible for Pupil Premium funding so that:

- they have better attainment and progress than the national average for Pupil Premium children
- they make consistently good or better progress
- any gaps in attainment between Pupil Premium children and non-Pupil Premium children close over time

**To address any inequalities in education** of pupils eligible for Pupil Premium funding in order to:

- accelerate progress through a wide and varied provision that offers support and challenge
- raise attainment
- increase enjoyment of and participation in school life
- ensure that all pupils irrespective of their class, gender, ethnicity or any other characteristics receive high quality teaching and learning opportunities
- as a school we value the whole children and ensure that pupils well-being, health are supported alongside their education

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Reay has high levels of deprivation with 49.57% of our pupils entitled to Pupil Premium Funding compared to the national average of 21%. The IDCAI indicator puts Reay in fifth quintile (most deprived schools).                 |
| 2                | At Reay 46% of our pupils have English as an additional language. This compares with the national average of 23%.   |
| 3                | Reay Primary has 16% of pupils of pupils supported with an EHCP or support plan compared with 12.2% nationally.   |
| 4                | Many of our families live in poor housing conditions and this has been exasperated by Covid 19. The impact on children and families mental well being has been noticeable.  |
| 5                | Our school population has become more transient with pupils moving in and out of the area   |
| 6                | On entry to Reay pupil's attainment is typically lower for our PP pupils with a noticeable language deficit. There is a lack of knowledge of, experience and exposure to, tier 2 and 3 vocabulary and access to cultural capital. |
| 7                | Support for parents and families to support their children better at home   |
| 8                | Access of technology for all families at home   |

## 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   |
|---|--|
| Reading- to diminish the gap between pupil premium and no pupil premium | <ul style="list-style-type: none"> <li>• A greater percentage of Pupil Premium children achieve the expected standard in reading at the end of end Key stage milestone.</li> <li>• Achieve a greater percentage of Pupil Premium children achieving greater depth in reading at the end of each key stage milestone</li> <li>• The Star reading assessments show that all Pupils are making progress each term and by identifying specific children through detailed reports staff can offer targeted support to close gaps</li> </ul> |

|  |  |
|--|--|
| <p>Writing- to diminish the gap between pupil premium and no pupil premium</p>   | <ul style="list-style-type: none"> <li>• A greater percentage of Pupil Premium children achieve the expected standard in writing at the end of end Key stage milestone.</li> <li>• Achieve a greater percentage of Pupil Premium children achieving greater depth in writing at the end of each key stage milestone</li> </ul> |
| <p>Maths - to diminish the gap between pupil premium and no pupil premium</p>  | <ul style="list-style-type: none"> <li>• A greater percentage of Pupil Premium children achieve the expected standard in reading at the end of end Key stage milestone.</li> <li>• Achieve a greater percentage of Pupil Premium children achieving greater depth in maths at the end of each key stage milestone</li> </ul>   |
| <p>Parental engagement – to ensure that we are working closely with families, particularly vulnerable ones, to maintain a high level of participation in school life</p> | <ul style="list-style-type: none"> <li>• Ensure that Pupil Premium and vulnerable families are accessing services and school events</li> <li>• In order to build on cultural capital all children will receive a rich curriculum and extra-curricular offer</li> </ul>   |

## 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: £59,156

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>Whole staff CPD:</i></p> <ul style="list-style-type: none"> <li>• <i>Planned INSET training</i></li> <li>• <i>Middle Leader completing NPQSL</i></li> <li>• <i>Sendco completing National Sendco</i></li> <li>• <i>National College training-whole subscription</i></li> <li>• <i>Deputy Head teacher to complete NPQH</i></li> </ul> | <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p>  | 1,2, 3, 6, 7                  |
| <p><i>Review the feedback policy- staff meeting on the new policy, reviewing the policy and implementing new policy</i></p>   | <p>Evidence from the EEF Teaching and Learning Toolkits identifies that effective use of feedback can see +8 months progress per academic year</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>   | 1,2,3                         |
| <p><i>Accelerated/star reader</i></p>   | <p>Evidence from the EEF Teaching and Learning Toolkits identifies that effective use of reading comprehension strategies can see +7 months progress per academic year</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> | 1,2,3, 6, 7,8                 |

|   |   |                  |
|---|---|------------------|
| <p><i>Continue to review and develop the curriculum to ensure there is a clear a broad offer that allows pupils to gain knowledge, skills and vocabulary across the range of subjects</i></p> |   |                  |
| <p><i>Focussed SALT support for all pupils in Nursery and Reception.</i></p> <p><i>Targeted reading support for pupils in Year 1-6</i></p>  | <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. EEF research shows that focussed language interventions can have an impact of 6+months per pupils.</p> <p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication. Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> | <p>1,2,3,6,7</p> |
| <p><i>Purchase new Bug club phonics and reading scheme</i></p>  | <p><b>How can Bug Club Phonics help you?</b></p> <ul style="list-style-type: none"> <li>• One of the <b>DfE's 2021 approved phonics teaching programmes</b>.</li> <li>• Follows its own proven progression, seen in our <b>Progression Chart</b> (PDF 4.5MB) and <b>Grapheme Poster</b> (PDF 0.5MB) and matches the National Curriculum and Early Learning Goals.</li> <li>• <b>Meets the requirements for the new Ofsted framework</b> (PDF 156KB).</li> <li>• Helps all children in your school learn to read by the age of six in a fun and accessible way.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>  | <p>1,2,3,6</p>   |

## Targeted academic support

Budgeted cost: £ 40,042

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Buy into the Beanstalk reading programme</i>        | Pupils at very low levels of reading may not be independent readers and would need initial support from teacher to start reading books.   |                               |
| <i>Star reading assessments and accelerated reader</i> | <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader?utm_source=/projects-and-evaluation/projects/accelerated-reader&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader?utm_source=/projects-and-evaluation/projects/accelerated-reader&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p> <p>A well-stocked library with a wide collection of books banded according to the Accelerated Reader readability formula, and easy access to computers with internet connection, are the main requirements for successful implementation.</p> <p>Pupils at very low levels of reading may not be independent readers and would need initial support from teacher to start reading books.</p> <p>Schools can lead robust evaluations of their own planned interventions, under favourable circumstances, and with some advice and oversight from expert evaluators.</p> | 1,3, 4,6,                     |
| <i>After school small group interventions</i>          | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>   |                               |

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

Budgeted cost: £ 40,757

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Ensure the school maintains 'good' attendance and continues to work with families to ensure they understand the importance of high levels attendance. | Engagement with parents and families to ensure the school has high expectations for attendance.<br>Reducing any persistent |                               |



|   |   |     |
|---|---|-----|
| <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a> |   |     |
| <i>Parental engagement – holding monthly workshops around different curriculum areas and transitions</i>  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> | 1-7 |

**Total budgeted cost: £ 139,995**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

*The Governing Body work closely with the Senior Leadership Team to regularly monitor internal data. Using Target Tracker we carefully monitor the attainment and progress of individual pupils to ensure they receive the support and interventions required to meet their needs.*

Governors closely monitor gaps in progress and attainment between groups of pupils and ask challenging questions of senior leaders at Governing Board meetings.

The school works closely with families to ensure pupils attend school and are on time. The Learning Mentor and School Admin team follow up with any absences. As a small school we get to know families quickly and understand different circumstances that families may face. When needed we engage with additional services, such as Early Help, to ensure families receive the support they need.

At Reay we always reflect on what we can improve outcomes for pupils. Covid 19 impacted on pupils learning and well-being. Attendance to online learning was high and daily calls were made to ensure families were engaged and had what they needed to access learning. All this being said there was a divide between the PP and Non-PP families, the PP required more support with technology and accessing google classroom.

Internal assessment data indicates that there is a gap between PP and non-PP children, as a result we have invested in additional support to ensure small group interventions happen during the school day and after school. We made the decision to purchase new reading books and Nessler to support pupils with literacy skills.