



Pupil Premium Strategy Statement – Abbots Ripton Church of England Primary School 2023-2026

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	September 2023 to July 2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Claire Matthews, Headteacher
Pupil premium lead	Mrs Claire Matthews, Headteacher
Governor lead	Mr Richard Probyn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,915
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£20,915



Part A: Pupil premium strategy plan

Statement of intent

Our aim here at Abbots Ripton is that all pupils, regardless of background reach their full potential, attaining well and achieving good outcomes. We want them to value their education and drive their desire to learn and do well regardless of their background. This includes challenging our high attainers and supporting those who have additional needs to do their very best. We want all of our pupils to strive to meet our vision to, *Learn for Life, Achieve their Best and Grow in Faith*.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We will ensure that effective teaching, learning and assessment meets the needs of all pupils. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point that a need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Provide support to families to enable disadvantaged children to receive and participate in all experiences relating to school.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

2	In KS2, some disadvantaged children are able to read, however, they have only a surface level of comprehension about the text and do not have a desire to read for pleasure. This negatively impacts their progress.
3	Internal data indicates that writing attainment among disadvantaged pupils is low with just 8 out of 13 eligible pupils (62%) meeting an age related expectation in writing at the end of the last academic year.
4	Attendance: in the last academic year, 7 out of 13 eligible pupils (54%) had attendance below 95% with 2 out of 13 (15%) with attendance below 90%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress
5	Discussions with families indicate that disadvantaged children are not always participating in the same opportunities as non-disadvantaged children for example after school clubs.

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
Improved phonics and early reading attainment among disadvantaged pupils.	Assessments in phonics show that 95% of disadvantaged pupils are at an expected stage in phonics by the end of Reception and Year 1. This is evident when triangulated with other sources of evidence such as hearing children read and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 85% of disadvantaged pupils meet end of year expectations. This is evident when triangulated with other sources of evidence such as hearing children read, ongoing formative assessment and pupil voice – which shows an increase in the % of disadvantaged children who are regularly reading for pleasure.
Improved writing attainment for disadvantaged pupils.	Writing outcomes in 2025/26 show that more than 80% of disadvantaged pupils meet end of year expectations.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 3%. the percentage of all pupils who are persistently absent being below 5%.

<p>To provide equal opportunities for all, particularly for our disadvantaged pupils.</p>	<p>Parents of disadvantaged pupils are aware of the financial support available to them for after school clubs, day trips, residential visits etc.</p> <p>All disadvantaged children will have access to logoed school uniform (cardigans and jumpers) if requested.</p> <p>Increased in participation of extra-curricular clubs.</p>
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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** (2023/2024) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£11000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for all staff on the new DfE validated systematic synthetic phonics programme (Little Wandle) purchased last term in order to secure stronger phonics teaching for all pupils.</p> <p>Training for the Reading Lead on effective team teaching and coaching of staff in the effective teaching of phonics. This will be done in collaboration with our local English hub.</p> <p>Staff CPD to include team teaching and coaching with the reading lead.</p> <p>Reading lead monitoring the consistency of phonics teaching using Little Wandle, including the Rapid Catch-Up sessions.</p> <p>An additional adult appointed to support EYs and KS1 for 5 mornings a week – this allows an</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>

<p>additional adult for phonic lessons as well as for delivering Rapid Catch Up.</p>		
<p>English lead release time to review the school's writing curriculum and the teaching of writing across the school.</p> <p>Training to understand and implement (and in later years embed) the findings of the EEFs 'Improving Literacy in Key Stage 2'.</p>	<p>A whole school focus on improving writing teaching will benefit all pupils. It is hoped that fewer pupils will need to take part in intervention/catch-up. Nevertheless, some high-quality, structured intervention may still be required for some pupils to make progress (see Targeted academic support section below).</p> <p>'Improving Literacy in Key Stage 2'.</p>	<p>3</p>
<p>SENDCo release to train in the FFT 'Write Away Together' intervention.</p> <p>Once trained, children identified and intervention set up and monitored for impact.</p>	<p>Our SENDCo has been successful at delivering the FFT Wave 3 Early Literacy programme for Year 1/2 children and we feel that this would continue this support but aimed across the school.</p> <p>This programme has been recognised as having a 'remarkable impact'* on improving children's writing accuracy.</p> <p>'What works for Literacy Difficulties? The effectiveness of intervention schemes', Gary Brooks, Edited by Garay Lavan & Joel Talcott (2020)</p>	<p>3</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2,3</p>

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

Budgeted cost: **£7000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by an additional adult appointed to support EYs and KS1 for 5 mornings a week.</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>	<p>1</p>
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A proportion of these pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Selection of the intervention should be guided by effective assessment of pupils' individual strengths and weaknesses. To include daily guided reading sessions focused on comprehension for KS2 children who have fallen behind in reading.</p> <p>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.</p> <p>Small group tutoring to include a focus on reading comprehension for Year 5 and 6.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3</p>
<p>SENDCo release to provide 1:1 interventions for children with the most significant gaps in reading and writing in Year 1 (including spelling)</p>	<p>Using FFT Wave 3 Early Literacy Intervention to deliver high quality targeted support in Year 1 in order to accelerate learning so that each child makes enough progress in reading and writing in order to access a group intervention and/or continue to progress through whole class/group teaching.</p>	<p>1,2</p>

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

Budgeted cost: **£3000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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 and appointing attendance/support officers to improve attendance.</p> <p>Free or subsidised places to Rise and Shine morning club for those children who are regularly late for school.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>
<p>Free or subsidised places offered to all after school clubs in order to increase participation of vulnerable pupils.</p> <p>Provision of logoed school uniform if requested and also general school equipment and resources where needs are identified.</p>	<p>In the past we have had children attend after school clubs who would otherwise have been unable. This had a positive impact for these children.</p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £21,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As this plan is new for this academic year, our previous plan has been reviewed as a separate document – available on our website. However, we felt it would be useful to add outcomes here for the last academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Our data shows:

- In reading, 77% (10) of our children eligible for PP, met an end of year expectation in reading and 23% (3) were Greater Depth.
- In writing, 69% (9) of our children eligible for PP, met an end of year expectation in reading and 15% (2) were Greater Depth.
- In maths, 77% (10) of our children eligible for PP, met an end of year expectation in reading and 15% (2) were Greater Depth.
- 100% (1) eligible child in Year 6 achieved age related expectation in reading, writing and maths combined.
- 66% (2) of our eligible children in Year 2 achieved age related expectation in reading, writing and maths combined.
- 100% (1) eligible child in Year 1 passed the phonic screening check.

When national data has been published we will compare the performance of our disadvantaged pupils to those for disadvantaged and non-disadvantaged pupils at a national level. However, care must be taken with this as we have such small numbers in each cohort, often just 1 or 2 children.

Data from tests and assessments suggest that the progress and attainment of some of the school's disadvantaged pupils in 2022/23 was below our expectations. Our analysis suggests that we need to further accelerate progress through evidence based interventions, particularly for writing.

There is no significant attainment gap between our disadvantaged pupils and non-disadvantaged pupils.

Absence among disadvantaged children was 6% higher than their peers in 2022/23. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.



Externally provided programmes

Programme	Provider
Little Wandle Phonics	Wandle and Little Sutton English Hubs

