



# 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.

## Current Year 2024/2025

### School overview

Detail	Data
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	September 2023 to July 2026
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs Claire Matthews, Headteacher
Pupil premium lead	Mrs Claire Matthews, Headteacher
Governor lead	Mrs Amanda Gailey

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,757
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£15,757</b>

## 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 the gap between reading ability and writing ability presents a barrier for disadvantaged children.
4	Attendance: in the 22/23 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"> <li>the overall unauthorised absence rate for all pupils being no more than 3%.</li> <li>the percentage of all pupils who are persistently absent being below 5%.</li> </ul>
To provide equal opportunities for all, particularly for our disadvantaged pupils.	Parents of disadvantaged pupils are aware of the financial support available to them for after school clubs, day trips, residential visits etc.  All disadvantaged children will have access to logoed school uniform (cardigans and jumpers) if requested.  Increase in participation of extra-curricular clubs.



## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** (2024/2025) to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£9000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue regular training for all staff on our phonics programme, Little Wandle in order to continue to secure stronger phonics teaching for all pupils.</p> <p>Continue regular coaching sessions for staff supporting phonics lessons, reading practise sessions as well as Catch Up and Keep Up interventions.</p> <p>Ensure new staff to the school receive Little Wandle training and regular monitoring to ensure consistency and fidelity to the programme.</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 CatchUp sessions.</p> <p>An additional adult appointed to support EYs and KS1 for 5 mornings a week – this allows an additional adult for phonic lessons as well as for delivering Rapid Catch Up.</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2</p>

<p>Training for staff on delivering our English curriculum using a structured writing process which teaches pupils the stages of the writing process (planning, drafting, revising, editing, and publishing) to help them understand how to approach writing tasks systematically.</p> <p>Continue to map our writing units in order to integrate writing across the curriculum. This will provide the children with a context and a purpose for their writing. For example, writing reports in science or narratives in history can enhance engagement and relevance.</p> <p>Focus on Vocabulary Development: Explicitly teach vocabulary relevant to different writing genres and contexts. This can help pupils express their ideas more clearly and effectively.</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>This can be supported by resources from the <a href="#">Education Endowment Foundation (EEF) Writing Guidance Report</a>.</p>	<p><b>3</b></p>
<p>SENDCo release to train in the FFT <a href="#">‘Write Away Together’</a> 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. <a href="#">‘What works for Literacy Difficulties? The effectiveness of intervention schemes’</a>, Gary Brooks, Edited by Garay Lavan &amp; Joel Talcott (2020)</p>	<p><b>3</b></p>

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

Budgeted cost: **£5000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Catch up and Keep Up interventions embedded for those children who require additional support. Regular assessment including in class AfL to identify children quickly.</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p><b>1</b></p>
<p>Small Group Writing Interventions: Provide targeted support through small group sessions focusing on specific writing skills, such as grammar, structure, and style. This approach allows for personalised feedback and tailored instruction.</p> <p>Peer Review and Collaborative Writing: Implement peer review sessions where pupils can give and receive feedback on their writing. This not only builds critical thinking skills but also fosters a collaborative learning environment.</p>	<p>Selection of the children will be guided by effective assessment of pupils' individual strengths and weaknesses.</p> <p>Support 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><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p><b>2,3</b></p>

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

Budgeted cost: **£2000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage families in Writing Activities: Organise workshops for parents to support them in understanding early writing and to engage them in their children's writing development.	Providing resources and strategies for home can reinforce skills learned at school	3
Ensuring that we follow the new attendance guidance, <a href="#">'Working together to improve school attendance'</a> This will involve training and release time for staff to develop and implement new procedures and policies.  Free or subsidised places to Rise and Shine morning club for those children who are regularly late for school.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Free or subsidised places offered to all after school clubs in order to increase participation of vulnerable pupils.  Provision of logoed school uniform if requested and also general school equipment and resources where needs are identified.	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.	5
Contingency fund for acute issues.	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.	All

**Total budgeted cost: £16,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Our data shows:

- In reading, 83% (10) of our children eligible for PP, met an end of year expectation and 25% (3) were Greater Depth.
- In writing, 67% (8) of our children eligible for PP, met an end of year expectation and 17% (2) were Greater Depth.
- In maths, 75% (9) of our children eligible for PP, met an end of year expectation and 33% (4) were Greater Depth.
- 67% (2) eligible child in Year 6 achieved age related expectation in reading, writing and maths combined.
- 100% (1) of our eligible children in Year 2 achieved Greater Depth in reading, writing and maths combined.
- 100% (2) eligible children 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 the school's disadvantaged pupils in 2023/2024 was good and for some strong. The area which requires greatest focus is writing and this is in line with the whole school picture. However, it should be noted that outcomes remain significantly higher than national.

Within our school it is difficult to draw conclusions about the attainment gap between our disadvantaged pupils and non-disadvantaged pupils due to such small numbers.

Absence among disadvantaged children was significantly higher than their peers in 2023/24. We did recognise this and it is due to 25% (3) of these children with attendance rates below 90% with one at below 70% and another below 50%. We worked hard with these children (2 of whom were in Year 6) and could evidence the significant support that was given.

### Externally provided programmes

Programme	Provider
Little Wandle Phonics	Wandle and Little Sutton English Hubs