

Pupil Premium Strategy Statement – Abbots Ripton Church of England Primary School
2022 – 2023
REVIEW



This statement details our school's use of pupil 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 the outcomes for disadvantaged pupils last academic year.

School overview

School name	Abbots Ripton Church of England Primary School
Number of pupils in school	102
Proportion of eligible pupils	11.8% (12 pupils)
Academic year or years covered by statement	2022-23
Publish date	1 st September 2022
Review date	1 st July 2023
Statement authorised by	Dr Robin Price (CoGs)
Pupil premium lead	Mrs Claire Matthews (Headteacher)
Governor lead	Mr Richard Probyn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,580
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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Total budget for this academic year	£18,580
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End of previous academic year data for current eligible children

Reading			Writing			Maths		
Below ARE	At+ ARE	Ex. ARE	Below ARE	At+ ARE	Ex. ARE	Below ARE	At+ ARE	Ex. ARE
8%	92%	17%	25%	75%	8%	33%	67%	8%
(1 child)	(11 chn)	(2 chn)	(3 chn)	(9 chn)	(1 child)	(4 chn)	(8 chn)	1 child)

Strategy aims for disadvantaged pupils

Priority 1	To improve rates of progress to ensure that a greater number of disadvantaged chn meet end of year expectations in writing.
Priority 2	To improve rates of progress to ensure that a greater number of disadvantaged chn meet end of year expectations in Maths.
Priority 3	To ensure that disadvantaged chn have access to a wide range of opportunities such as after school clubs and residential visits.
Priority 4	To support our children’s health and wellbeing.
Projected spend	£16,650

We will work towards achieving these objectives by:

- Ensuring all pupils receive quality-first teaching by embedding regular CPD which reflects current educational practice, to strengthen teaching skills.
- Considered use of assessment data to identify gaps in learning for priority pupils so additional support can be given.
- SEMH and wellbeing support for disadvantaged pupils and families through the work of our early intervention family worker and Emotional Health and Well-being practitioners

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- Supporting families financially through subsidised trips, enrichment opportunities and experiences out of school such as residential trips.

Priority 1 - To improve rates of progress to ensure that a greater number of disadvantaged children meet end of year expectations in writing.

Approach/actions (What will we do?)	Budget allocation	Desired outcome (What will the impact will be?)	Rationale (Why have we chosen to do this?)
<p>Teaching (CPD)</p> <ul style="list-style-type: none"> - Securing effective professional development through CPD - including: Five-a-day approach (explicit instruction, scaffolding, developing cognitive & metacognitive strategies, flexible grouping and the use of technology) - CPD focussed on importance of modelled writing (Jane Considine) 	<p>£2000 (Teacher release x 10 days)</p>	<p>Improvement in the quality of teaching including the effective use of modelled writing in English units of work.</p> <p>Improved rates of progress evident in writing.</p>	<p>Moving forwards, making a difference</p> <ul style="list-style-type: none"> - A planning guide for schools 2022-23 <p>The EEF’s guidance states that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. It outlines the ‘five-a-day’ approach as being helpful to improve the quality of teaching overall.</p>
<ul style="list-style-type: none"> - Increase provision for support groups in KS2 focussed on elements of writing such as spelling, sentence structure etc. Include ERT, SNIP and FFT. - Assess gaps in knowledge from phase 2 and 3 phonics for chn in KS1 and run ERT sessions for these children to increase rates of progress and plug gaps in knowledge. 	<p>£850 (TA time) 30 minutes X 3 times a week</p> <p>£1425 (TA time) 30 minutes a day X 5 times a week</p>	<ul style="list-style-type: none"> - Chn will be able to apply their phonics to learning to read and to their writing at a level expected for their age. 	<p>Phonics is essential for chn to become successful readers and spellers/writers in the early years of schooling and beyond.</p>

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<p>- Writing intervention groups set up – baselines taken and progress monitored by SENDCo. Intervention groups to include Write from the Start (x2 PP child), SNIP (x1 PP child) and ERT (x1 PP child)</p>	<p>£2280 (TA time) 60 minutes a day X 4 times a week £1600 (SENDCo time)</p>	<p>- We can demonstrate progress through the intervention using the baseline assessment. - Chn make at least expected progress in writing</p>	<p>Evidence based interventions are affective at accelerating progress if delivered consistently.</p>
<p align="center">Total for priority 1</p>		<p>£8155</p>	
<p align="center">OUTCOMES/REVIEW</p>		<p>The Five a Day approach was not implemented as we identified a need to purchase a new phonic scheme which was accredited by the DFE – how current scheme was not accredited and we were concerned that the books did not always match what children had been taught (despite our efforts) and training was not available on this programme for staff either. Funding was therefore used to purchase a new scheme (supported by The English Hub) and also to train key staff. We introduced effective writing intervention groups in KS2 which had a positive impact on progress and also on the children’s attitude as writers/spellers.</p>	

Priority 2 – To improve rates of progress to ensure that a greater number of disadvantaged children meet end of year expectations in Maths.

<p>Approach/actions (What will we do?)</p>	<p>Budget allocation</p>	<p>Desired outcome (What will the impact will be?)</p>	<p>Rationale (Why have we chosen to do this?)</p>
<p>- An additional adult will be employed for mornings to support Maths lessons in KS2 (up to break in Year 3/4 and between break and lunch in Year 5/6). - Additional adult employed for Maths lesson time (see previous approach) also employed for targeted Maths</p>	<p>£1332 (TA cost divided by all chn, multiplied by the PP chn) £3510 (TA cost)</p>	<p>- A greater % of our PP chn will achieve age related expectation in maths at the end of the year. - Small group teacher allows for targeted learning, meeting the needs of the chn. - Targeted support given by adult who has been part of the whole class maths journey will</p>	<p>The EEF Guide to the Pupil Premium: Evidence consistently shows the positive impact that targeted academic support can have. <i>‘Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom</i></p>

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Tutoring for Year 5 and 6. This could include pre-teaching, consolidation after a lesson, catch up of missed learning etc.		enable support to be very specific. A greater % of our PP	<i>teaching, is likely to be a key component of an effective Pupil Premium strategy’.</i>
- Use of diagnostic assessment to address learning gaps – including Sandwell Maths assessment.	£1225 (release for trained TA to undertake assessments and feedback to teachers)	- Teachers and TAs running support sessions will have clear and precise information about strengths and areas for improvement in maths for individual chn.	Moving forwards, making a difference A planning guide for schools 22-23 states that when used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.
Total for priority 2	£6067		
OUTCOMES/REVIEW	<p>The additional adult has been utilised effectively this year to close the gap, particularly for our Year 6 – 88% (7 out of 8) children in Year 6 met end of year expectations in Maths including the child eligible for PP. We hope to continue this support for Year 6 next year – with 2 of the 3 eligible pupils in Year 5 not currently at end of year expectations. Across the school in maths, 77% (10) of our children eligible for PP met an end of year expectation in reading and 15% (2) were Greater Depth. WE purchased and trained a member of support staff in Sandwell Diagnostic Maths assessment which gave us a clear focus for gaps in learning. These gaps were then plugged with additional maths tutoring 3 times a week.</p>		

Priority 3 - To ensure that disadvantaged chn have access to a wide range of opportunities such as after school clubs and residential visits.

Approach/actions (What will we do?)	Budget allocation	Desired outcome (What will the impact will be?)	Rationale (Why have we chosen to do this?)
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Support with payments for visits out of school and residential trips and extra curricular opportunities. Visit letters to include a reminder for parents of PP children that financial support is available to them.	£1000	- Chn will have opportunities to engage in learning outside the classroom. - Chn will have the opportunity to engage in experiences that might not be available to them without financial support. - Chn will have an equal opportunity to take part.	Curriculum enrichment through visits and visitor to school enable chn to have real experiences in order to help them learn, develop their vocabulary, broaden their knowledge and gain experiences of the world around them.
Subsidised places in extra-curricular clubs so that chn have access to a wide-range of experiences and opportunities which nurture different skills and talents. Club letters to include a reminder for parents of PP children that financial support is available to them.	£800		There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance.
Provision of school uniform and PE kit. Uniform letters to include a reminder for parents of PP children that financial support is available to them.	£500 (estimated)	- To ensure that our PP children are fully inclusive in our school and have the uniform and kit that they need to take part.	Some families may find adhering to our uniform policy challenging and this support will mean that they are likely to be able to do.
Total for priority 3	£2300		
OUTCOMES/REVIEW	3 children were supported financially to attend the residential trip this academic year. All children eligible for PP visited the theatre to watch a pantomime at a significantly reduced cost – this was an excellent experience as many hadn't visited the theatre before. 7% (10) children eligible for PP attended at least 1 subsidised school club. 4 items of school clothing were purchased by the school to support families with the correct uniform.		

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Priority 4 - To support our children’s health and wellbeing.

Approach/actions (What will we do?)	Budget allocation	Desired outcome (What will the impact will be?)	Rationale (Why have we chosen to do this?)
<ul style="list-style-type: none"> - Training for Mental Health lead as well as ongoing workshops delivered by the emotional health and wellbeing practitioners. - Mental Health lead time to support chn 1:1 with their concerns. - Sunshine Club to support chn who are anxious particularly about coming into school/separation. This to run alongside support for parents from the Early Intervention Family Worker. - Time for referrals to be written for family support to the emotional health and wellbeing team. 	<p>£2500 (release time for lead and resources)</p> <p>£350 (TA time to run the club)</p>	<p>Chn and families will have strategies to support them when they are anxious or when separating from parents is challenging.</p>	<p>We know that our chn need to feel safe and settled in order to learn. Chn will be well supported to feel these things.</p> <p>External support for parents is vital from a specialised service.</p>
Total for priority 4	£2850		
OUTCOMES/REVIEW	<p>4 families with children eligible for PP have benefitted from additional support this academic year. Some of this support has been through attending workshops run by the Emotional Health and Wellbeing team or by referrals for family worker support.</p> <p>Sunshine Club ran for 1 term and the children who attended made very good progress and it was felt that they no longer needed this support. Instead, the children are able to arrive in school early and 3 attend a before school club.</p> <p>Training has taken place on PACE and also the Mental Health Lead attended a 3 day training on a therapeutic approach to behaviour.</p>		