

Pupil Premium Strategy Statement Raughton Head Church of England Primary School and Nursery

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 the outcomes for disadvantaged pupils last academic year.

School overview (updated March 2023)

Detail	Data
Number of pupils in school	47
Proportion (%) of pupil premium eligible pupils	8.5%
Academic years that our current pupil premium strategy plan covers	2022-2023 2023-2024 2024-2025
Date this statement was published	March 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Matthew Bowman
Pupil premium lead	Alison Dickinson
Governor / Trustee lead	Jonathan Stokes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8975
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£10975

Part A: Pupil premium strategy plan

Statement of intent

Our intent: all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas by

- Providing high quality first teaching in all classes to meet the needs of all pupils
- Ensuring appropriate staff CPD is accessed and available to all
- Appropriate provision is accessible to individuals, groups of pupils. We also recognise this may capture non-disadvantaged pupils as we understand not all socially disadvantaged pupils qualify or register for FSM
- Allocating funds according to specific needs in school

Provision includes: (non-exhaustive)

- All teaching is at least good securely in all subjects
- All staff have deep knowledge of each pupil- their strengths and needs
- Reducing class sizes where possible to improve teaching and learning progress further
- Additional Teaching Assistant support in class via fluid support
- Build cultural capital opportunities and experiences
- Pastoral/Behaviour support accessed
- Support funding for activities, visitors to enrich the curriculum, educational visits and residentials including breakfast club, after school clubs, uniforms, 1:1 and small group music tuition

Challenges

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

Challenge number	Detail of challenge
1	Admission data confirms that English is an additional language to a large percentage of children these children have greater difficulty with phonics and oral language skills.
2	Assessment data indicates that disadvantaged pupils have underdeveloped comprehension and gaps in their vocabulary due to starting at our school at midway points.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. More able disadvantaged pupils do not always exceed national expectations
4	Children entering at an early age have limited exposure to other children and poor language skills

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 oral language skills and vocabulary among disadvantaged pupils and EAL pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils at the end of KS1 & KS2.	KS1 & KS2 maths outcomes in 2024/25 show that disadvantaged pupils meet the expected standard.
Improved reading attainment among disadvantaged pupils.	KS1 & KS2 reading outcomes in 2024/25 show that disadvantaged pupils meet the expected standard.
Improved language skills in the Early Years	Assessments and observations indicate significantly improved oral language among pupils in the Early Years
Enrich wider opportunities of school life	Disadvantaged children accessing residential trips, participating in ASC, experiencing life beyond the rural community

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: £ 1,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development on evidence-based approaches. NELI, PALS, Mastering Number	EEF Toolkit and guidance reports EEF 'Effective Professional Development' guidance report	2,3,4

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

Budgeted cost: £ 8725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention (NELI) 20 week intervention	EEF +2 months progress	1,2,4
Peer Assisted Learning Strategies (PALS-UK)	EEF - peer tutoring approaches can have high and cost-effective impacts on pupil attainment	2
1:1 and Small group tuition, Reading Intervention, Maths Recovery, Success in Spelling	Intensive support in addition to normal lessons providing targeted support and structured intervention EEF Toolkit +2 - +6 months progress	1,2,3,4
Delivery of Mastering Number to all EYs and KS1 children	ensure that all pupils have mastered key concepts before moving on to the next topic EEF +3 months	3

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promote cultural capital experiences through visits, visitors and activities Outdoor and active learning encouraged by all Reduction in cost of visits/visitors	Concrete experiences outdoors and in active lessons to support a language/vocab rich environment/ curriculum EEF - support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	1, 2, 3, 4

Total budgeted cost: £ 10,975

Part B: Review of the previous academic year 2021 - 2022

Outcomes for disadvantaged pupils

<p>Disadvantaged children continue to make good progress. All children reached national expectations by the end of key stage points.</p> <p>All children attended residential and took part in at least one after school club.</p> <p>Younger children completed NELI and made good progress, they are joining in more and through observations it is clear to see they can engage appropriately with their peers.</p> <p>EAL pupils continue to be supported.</p>
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Externally provided programmes

Programme	Provider

Service pupil premium funding – Non Applicable

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>n/a</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>n/a</p>

Further information (optional)

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