

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	The Raleigh School
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	4.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2024
Statement authorised by	F O'Neill
Pupil premium lead	A Chalk
Governor / Trustee lead	Beverley Nash

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,523
Recovery premium funding allocation this academic year	£2,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Nil
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£32,378

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is for all children to receive a broad and balanced creative curriculum, regardless of their background. We aim for all of our children to make good or better progress and to achieve highly across all curriculum areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve our intention, regardless of their starting point.

Quality first teaching is at the heart of our school, with a clear focus on closing the gap for each child, in turn improving the outcomes of the whole class by sustaining the outcomes of the non-disadvantaged children also.

Summative and formative assessments are used throughout the year to address the needs of the class/year group/school immediately. Early intervention is proven to have the biggest impact on social, emotional and academic outcome.

Vulnerable pupils are also of high priority at this school as we aim to give all our pupils the best and happiest education possible.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments/observations show that our PP children enter the Reception setting significantly behind their peers.
2	Assessments show that our disadvantaged children are significantly behind in writing (particularly in 3 year groups) and that our youngest disadvantaged children are behind in all 3 core areas (reading, writing and maths). Missing the early stages of education (Nursery and Reception has had a big impact on these very young children).
3	Our observations show that the well-being and education of our disadvantaged children has been impacted by partial closures to a greater extent than for other pupils, despite inviting this group of children into school during the first Lockdown.
4	Observations show that our PP families have greater difficulty accessing online resources, despite technology being provided. This has impacted them significantly over the last 2 years
5	Our attendance data over the last 3 years shows that PP children attendance is below that of non-Pupil Premium children's.

6	Some families are under increased financial strain due to the pandemic.
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## 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 in Early Years and Key Stage 1	Assessments will show a positive progress score for this group of children
Improved reading attainment among disadvantaged children	KS1 and 2 reading outcomes show a positive progress score in their SATS papers.
Improved maths attainment among disadvantaged children	KS1 and 2 reading outcomes show a positive progress score in their SATS papers.
Improved writing attainment among disadvantaged children	KS1 and 2 teacher writing assessments show a positive progress score in their end of key stage writing assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantage children	Overall school attendance to remain above 97% The gap between Pupil Premium and non Pupil Premium children to be decreasing year on year.

## 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: £16,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of standardised, diagnostic assessments</i>	Standardised tests can provide reliable data into the needs of individual pupils/areas we need to target. From here, we target children's needs through Focus groups to help close the gap in their learning.	2
<i>Purchase of CEM baseline for Reception</i>	This new assessment programme allows us to gain a firm understanding of the needs of individuals when they first enter the school setting.	1
<i>Fund subject leader release time to embed key elements of guidance in school across the curriculum areas</i>	Subject Leaders can keep up to date with the guidance and share expert knowledge with staff in order to implement the best First Quality teaching possible.	2
<i>Additional ICT support to set up technology equipment required for children and staff whilst suffering from Covid.</i>	If a child or member of staff is well enough despite having Covid, they teach or learn remotely. This allows staff and children to stay in touch with their class and to offer the best possible education. Equipment is loaned on an individual basis. If a national Lockdown is called, all our disadvantaged families are offered the opportunity to loan equipment first.	4
<i>Financial support to individual families</i>	Pupil Premium families are not disadvantaged further. They're able to attend school trips/residentials/clubs with additional financial support.	6

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

Budgeted cost: £13,194

Activity	Evidence that supports this approach	Challenge number(s) addressed
5 x week Focus groups	With approximate group sizes of 6, children receive intense targeted support to target individual needs. The bottom 20% of readers in each class are targeted by the teacher and are heard to read more often as research shows that progress is improved, if taught by the most experienced adult.	1,2,3,4
Extended Learning Team classes	Children whom are struggling are taught in a smaller class size of approximately 12 by an experienced member of staff. Smaller class sizes allow individual needs to be targeted more and for the gap to be closed quicker	2,3,4
Home School Link Worker (HSLW)	The HSLW is funded across the Effingham Partnership of schools to support the social and emotional needs of individual children or families. Improved social and emotional wellbeing create more well-rounded children and greater academic achievement in the long run.	5,6
<i>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils.</i>  <i>All of the children being targeted are disadvantaged pupils.</i>	Tuition is targeted at specific needs and knowledge gaps in order to close the gap in their learning.	1,2,3,4

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

Budgeted cost: £2309

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Embedding principles of good practice provided by the Inclusion Officer</i>	The Inclusion Officer has great experience with closing the gap in a variety of schools.	5
<i>Training and release time for staff to monitor school's attendance and liaise with the Inclusion Officer about required actions.</i>	Greater awareness of attendance by all staff members results in greater school impact.	5
<i>Contingency fund for acute issues</i>	A small amount of funding is set aside to respond quickly to needs that have not yet been identified	All

**Total budgeted cost: £32,378**

## 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.

Despite a significant period of Lockdown, our school attendance for disadvantaged pupils was still above the national expectation (96.14%) and the gap between PP and Non PP is closing (97.88% for non-Pupil Premium)

Children still achieved excellent scores at the end of Key Stage 2. 100% of PP met the expected standard in Reading, Writing and Maths and their average scaled score was +2.1 which was in line with their non-Pupil Premium peers.

Our assessments show that the Quality First teaching provision via Zoom enabled children to have the best education possible. Their stamina and emotional resilience was impacted which has had a knock on effect to this year. We are targeting this through support such as the Home School Link Worker and Social Skills groups.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Enrichment groups to extend the more able

What was the impact of that spending on service pupil premium eligible pupils?

GDS was achieved by our Service child in all areas of the curriculum.



**Further information (optional)**

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