

Pupil Premium Strategy Statement for Rectory Farm Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Rectory Farm Primary School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-24 Current year 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sally Perkins (CoG)
Pupil premium lead	Becca Williams
Governor / Trustee lead	Sally Perkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,030
Recovery premium funding allocation this academic year	£10,875
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,406
Recovery premium	£4,572
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£131,883

Part A: Pupil premium strategy plan

Statement of intent

At Rectory Farm we have high expectations for all our pupils, including those eligible for Pupil Premium funding. Our goal is for all children to leave school by the end of Year 6 with a strong sense of self, having achieved good academic standards so that they are able to begin their secondary schooling with social, emotional and academic confidence and self-belief. Our Pupil Premium Strategy, together with our School Improvement Plan, supports us in achieving this based on key areas of focus.

At Rectory Farm Primary School, we understand we need to address the needs of all learners, including those that we may identify as vulnerable, but who do not receive the Pupil Premium funding. All strategies employed in the school's Pupil Premium strategy are evidence based and informed by our clear understanding of our disadvantaged children's specific barriers to learning.

Our first priority is to ensure high quality teaching so that every class is taught by an effective teacher every day. In order to achieve this, we allocate spending to developing teacher's skills, knowledge and expertise as well as resources to enrich learning.

We have identified children who are not making the expected progress, in part this may be due to the pandemic, and therefore targeted academic support also forms part of our strategy with the aim that children make accelerated progress and gain confidence as learners.

The development of self-regulation which supports social and emotional wellbeing is paramount if children are to thrive academically. As such, this strategy focuses on building healthy relationships within our school and its community. Rectory Farm's provision and support for children's social, emotional and mental health is a strongly embedded part of our school culture, values and ethos that continues to evolve to meet the needs of our children. As with other elements of our approach to supporting disadvantage, these are embedded practices at the school that have impact and will continue within the strategy.

Challenges

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

Challenge number	Detail of challenge
1	Wellbeing, mental health and safeguarding concerns A significant percentage of pupils in the school who are eligible for PP require a high level of additional pastoral support to access learning.
2	When children enter their Reception Year, a significant percentage of children have EYFS baseline scores which are well below national baseline scores, across all areas
3	PP children within the school have lower attendance rates and rates of lateness than non-PP children. Persistent absences are high amongst PP children.

4	Access to technology and educational materials/ texts
5	A significant percentage of pupils eligible for PP have limited life experiences

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
Gaps between PP/Non-PP pupils, as evidenced through standardised assessments close over the course of the year through quality first teaching and appropriate interventions.	<ul style="list-style-type: none"> Evidence of raised attainment. Evidence that all children have access to quality teaching which is supported, through training, by external specialists. Evidence that all new to school children have an initial home visit from a school Family Support Worker in order that potential home/emotional barriers can be identified and supported. All pupils with additional needs including SEN and EAL are identified and supported both by school and by external agencies in order that they make good progress.
Targeted academic support for individuals and small groups of underachieving disadvantaged children.	<ul style="list-style-type: none"> Identification of children falling behind through formative and summative assessment Plan and carry out structured, individual or small group (2-3) interventions focused on linking classroom teaching and the curriculum Evidence of raised attainment Evidence that 'gaps' in PP children's learning have been identified, and that those 'gaps' have been targeted through 1:1 or small group support. Evidence of pupil being able to articulate through 'pupil voice' the benefits of the tuition to their learning.
Improved wellbeing for children and families through social and emotional support	<ul style="list-style-type: none"> FSW continue to foster healthy relationships with families and communicates necessary information to staff in order develop understanding of our community and its challenges. Thrive approaches and interventions, including Zones of Regulation embedded across school Continued weekly PSHE session developed through oracy talk tactics, unit pre and post assessments and personalised sessions. Raised attendance
Children who enter the school in Reception year with Speaking and Listening and Attention skills which are below national expectations will reach age related expectations by the end of the year.	<ul style="list-style-type: none"> The majority of children, including PP children, will make accelerated progress and reach age related expectations by the end of Reception 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: £ 71,217.75 (includes crisis pot)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure high-quality CPD for all teaching staff. <ul style="list-style-type: none"> Embed coaching model for CPD across the school. Inclusion Lead to coordinate training across the school for Thrive. 	<p>Impacting on the development of teacher knowledge and expertise through an evidence informed approach and common language for staff development.</p> <p>https://www.ambition.org.uk/programmes/npqilt/</p>	2,5
Ensure high-quality teaching of reading and phonics. Staff training and development. <ul style="list-style-type: none"> Phonics Training Herts for Learning training 	<p>The school has implemented a new phonics scheme (RWI). In order for the new phonics curriculum to impact all children, training and development for all staff are essential. Ongoing monitoring and development of phonics, through staff development days supports the continued high quality provision for early reading.</p> <p>The school has a strong record of phonics attainment with high expectations for all children. Continuing to provide strong teaching for phonics and reading continues to be a priority for the school as it is the access tool for the children's wider education.</p> <p>The evidence base from the EEF clearly sets out the importance of continuing to target phonics and reading in order to enable children to have the best possible outcomes.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>As well as the EEF Toolkit section on the value of reading comprehension strategies.</p>	2,5
In class support for SEND	Based on Sutton Trust, children benefit from additional support in class rather than being withdrawn. Allocated support ensures that children's specific learning needs are clearly identified and support is tailored to meet those needs.	2
Ensure high-quality teaching of language and communication, including embedding diagnostic assessments	<p>Assessment on entry into Reception shows lower than expected levels of language and communication.</p> <p>Ensure early identification of children whose speech and language skills are underdeveloped. Targeted approach</p>	1,2,5

<p>and ensuring up-to-date training for staff.</p> <ul style="list-style-type: none"> WellComm and specialist Speech and Language interventions are used to support identified children. Embed the teaching of oracy with new staff. 	<p>to improving outcomes for those children will have a long-term effect on children's ability to access reading and writing as they progress through the school. Evidence from Sutton Trust supports schools in drawing a percentage of the cost of whole school interventions from Pupil Premium funding.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 41,568.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure pastoral support for children and families is strong, supports wellbeing and enables children to be successful in the classroom.</p> <ul style="list-style-type: none"> Thrive training Identified training and support put in place for FSW, where identified (eg. attachment disorder/ protective behaviours) Increased support for families through Early Help 1:1 support for pupils around attachment, protective behaviours, anger management, friendships and behaviour. Family Support through Early Help assessments 	<p>Through healthy relations we can intentionally teach and support social skills, emotional well-being, resilience, self-confidence (Mark Rowland)</p> <p>Early Help Assessments are a recognised means of pulling agencies together to support families.</p> <p>The EEF Toolkit suggests that targeted behaviour interventions for those diagnosed or at risk of emotional or behavioural disorders have impact.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1,3
<p>One to One Tuition</p> <ul style="list-style-type: none"> 1:1 and small group interventions specifically to improving attainment and progress for children who are eligible 	<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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	1,2,4,5

for PP. Through the NTP and within school. <ul style="list-style-type: none"> • Educational Psychologist and Occupational Therapist commissioned • Speech & Language 	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,097

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure the principles of good practice set out in the DfE's Improving School Attendance advice continue to be effectively operated to support children and families.</p> <ul style="list-style-type: none"> • Breakfast Club by invitation for PP pupils • Regular monitoring of families causing concern • Rigorous systems implemented to follow up attendance • Children identified as 'attendance concerns' to have a parent contract set up which stipulates an EHA. • Renew attendance reward system 	<p>Children who attend school are significantly more likely to achieve higher levels of attainment, therefore in order for every child to reach their potential the school will continue to target and support good attendance for all children.</p> <p>Additional training and support for the new Attendance Officer will support both children and families to improve attendance.</p>	1,2,3,4,5
<p>Ensure children are supported to develop a broad and rich understanding of the world beyond school, through engaging in the arts, curriculum enrichment and every child fulfilling their SMSC Journey entitlement.</p>	<p>A proportion of children who attend the school do not have a broad and rich experiences outside of school that are the cornerstones for developing cultural capital. This in turn impacts on vocabulary and a wider understanding of the world that supports every aspect of the curriculum. Therefore, the school supports children to develop a strong cultural capital over time through the SMSC journey. This includes trips, engagement with the arts and visitors to the school. In order to enable access for all the school funds specific enrichment for each year group.</p> <p>While developing cultural capital is not an EEF research based activity, study of the Arts is: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	4,5

	<p>In addition, this links to language development research:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
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Total budgeted cost: £71,217.80 + £41,568.80 + £19,097 = £131,883.60

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

A continuing strength of the school is teacher development and in turn the impact on children's outcomes. Teaching across the school is consistently strong with student teachers and ECTs providing high-quality provision for children in their classes. The aspects of the strategy for teacher development, CPD, training and mentoring are seen to be effective through the school's significant rise in attainment for all children.

Phonics was relaunched in September 2023 with a new scheme, Read Write Inc. The amendments to the strategy reflect a need to put additional resources into the training and development of phonics. This is reflected in the phonics data from 2022-23, which is a focus area for improvement. Evidence of strong phonics teaching is clear across Early Years and Key Stage 1 and the investment in the new scheme will further support our disadvantaged children's attainment in early reading.

The Nurture provision successfully completed its last groups of children with the school evidencing both a significant improvement in behaviour and support for SEMH growing strongly at class level. Due to these successes, continued support from the Family Support Worker and interventions and training will be maintained and extended following this year's review of the strategy.

Attendance is well supported through the use of strategies such as the Breakfast Club and the intervention and support of key staff. This remains a supportive intervention, however attendance remains an area of development with persistent absence above National and requiring additional focus.

Amendments to the strategy for this academic year (2023-24) onwards, are to put a continued emphasis on teacher development, tuition and a greater emphasis on development of phonics at the school as the school recognises the importance of every child becoming a confident reader.

Overall, the strategy is continuing to ensure that children in receipt of PP and those who are vulnerable at the school are a high priority. The strategies being developed are on track or have been adjusted to meet the needs of our children. These strategies continue to have a significantly positive impact to both children's learning and their wellbeing.

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
Phonics	Read, Write Inc
Handwriting	Kinetic letters
Multiplication practice	TT rockstars.com
Spelling practice	Ed Shed
Social and Emotional wellbeing	Thrive

