

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 September 2024)

Detail	Data
Number of pupils in school	60
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-2023 2023-2024 2024-2025
Date this statement was published	9 August 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Matthew Bowman
Pupil premium lead	Alison Dickinson
Governor / Trustee lead	Jon Stokes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 10140
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 2000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£12140

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 residential 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
5	Parents are limited in opportunity due to family circumstances

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
<i>Professional development on evidence-based approaches. NELI, PALS, Mastering Number</i>	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: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Promote cultural capital experiences through visits, visitors and activities</i>	Concrete experiences outdoors and in active lessons to support a language/vocab rich environment/ curriculum	1, 2, 3, 4

<i>Outdoor and active learning encouraged by all</i>	EEF - support pupils to develop noncognitive skills such as resilience, self-confidence and motivation.	
<i>Reduction in cost of visits/visitors</i>		

Total budgeted cost: £ 10975

Part B: Review of the previous academic year 2023 -24

Outcomes for disadvantaged pupils

<i>EAL pupils made similar progress to peers and narrowed the gap</i>
<i>Improved attendance</i>
<i>100% PSC</i>
<i>91.7% GLD</i>
<i>Fresh Start completed 100 scaled score</i>
<i>21.9 Multiplication average score</i>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding n/a

<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>
The impact of that spending on service pupil premium eligible pupils