

# Pupil premium strategy statement

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	William Rhodes Primary & Nursery School
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	54%
Academic 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 2022
Statement authorised by	Rachel Purvis (Headteacher) & Tim Rourke (Chair of Governors)
Pupil premium lead	Rachel Purvis
Governor lead	Georgina Blair

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,950
Recovery premium funding allocation this academic year	£15,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£164,900

## Part A: Pupil premium strategy plan

### Statement of intent

Our over-arching objective is to support every child to reach their full potential. Where there are additional challenges for disadvantaged pupils, we work hard to minimise their impact and to enable children to flourish academically and socially.

We focus the majority of our support for children at the earliest opportunity in EYFS and KS1 so that learning loss and gaps in learning are minimised. Through our strategic planning and programme interventions we provide all-important pre-learning and over learning that more advantaged children often benefit from. We aim to upskill our children as quickly as possible so that they can take full advantage of the exciting educational opportunities in Key Stage Two.

We want as many children as possible to exhibit excellent behaviour for learning and have good levels of attainment across the curriculum putting them in a strong position as they leave us and move towards more formal learning and preparation for GCSEs.

The key principles that underpin our strategy are:

- Children must be present (both physically and mentally).
- Children must be primed and prepared to learn.
- Teaching must be of a high quality at all times

We recognise the high prevalence of vulnerable pupils within our school and those who have had social worker involvement in the past and have developed this strategy with their needs firmly in our hearts and minds.

We are still firmly within the Covid-19 Pandemic with its widely reported devastating impact on those of highest disadvantage. To mitigate against this we have employed two academic mentors at the earliest opportunity and started our small group tutoring in September.

Our strategy has been developed with **our** children firmly in mind. We have used a range of diagnostic assessment and qualitative data to inform us of the challenges faced by disadvantaged children in Boythorpe, Chesterfield.

## Challenges

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

Challenge number	Detail of challenge
1	Our baseline assessments inform us that children often arrive at school with poor language comprehension. More widely, limited vocabulary knowledge (evident throughout the school) restricts pupils' ability to read with meaning and write imaginatively.
2	Early diagnostic assessments indicate that the majority of children start school with limited early maths skills and pattern recognition.
3	Baseline assessment on entry to school suggest many of our children weren't well prepared to start school (e.g. read to regularly, chatted to, learning to play cooperatively with their friends). Once at school they are often not supported with their learning at home (e.g. reading to an adult and completing homework tasks).
4	Data analysis in EYFS, Y1 & Y2 confirms a link between disadvantage and weaker outcomes in phonics, early reading and writing.
5	Some of our children experience severely chaotic households or abusive relationships at home and as a result they are unable to focus on learning and can significantly disrupt other children's learning. Many of our children lack the parental guidance necessary to keep themselves safe.
6	Attendance data has alerted us to a dramatic increase in persistent absenteeism (often due to high prevalence of Covid within school). The likely impact of which will be gaps in learning and insecure foundations for new learning.
7	IDIACI highlights severe levels of poverty in our local community. This results in pupils' basic needs often not being met.

## 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
To improve vocabulary and oral language skills of disadvantaged children	Assessments and observations indicate significantly improved oral language within the Nursery setting leading to an improved baseline assessment in

	Reception. A greater proportion of children are able to effectively participate in their learning in KS1.
To ensure good outcomes in EYFS for disadvantaged children with a strong and targeted focus on reading, writing and mathematics	75% of children achieve a Good Level of Development at the end of the Reception year in 2024.
To improve phonics outcomes for disadvantaged pupils at the end of Year 1.	90% of children pass their phonics screening check in Y1 in 2024.
To improve reading and writing attainment of disadvantaged pupils at the end of KS1.	80% of children at the end of KS1 in 2024 achieve age-related expectations in reading & writing.
To improve maths attainment of disadvantaged pupils at the end of KS1.	80% of children at the end of KS1 in 2024 achieve age-related expectations in mathematics.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023-24 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>the number of all pupils who are persistently absent being below 30 overall and the figure among disadvantaged pupils being no more than 15.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023-24 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from pupil forums and surveys, MyConcern logs and teacher observations</li> </ul>
To improve behaviour of all pupils through the consistent implementation of the behaviour policy and the provision of effective SEMH support for our most challenging vulnerable pupils.	<p>Lesson observations and learning walk reports indicate a positive learning culture in every class.</p> <p>Reduced incidents of severely disruptive/ violent behaviour reported on MyConcern.</p>

## 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: £59,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality Nursery provision for 2, 3 & 4 year olds provides a stimulating environment designed to develop children socially and academically as well as initiating parental engagement from the outset.	<p>Creating a language rich environment with curriculum provision to match builds secure communication skills in our very young children</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p>High quality oral language interventions such as Early Talk Boost which we use with our 3 &amp; 4 year olds who we've identified as having poor oral language has been shown to be highly effective</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Involving parents and carers in their children's learning activities has been shown to have had a moderate impact on children's learning. Employing effective engagement strategies right at the start secures our relationships and sets a path for future ways of working.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1,2,3,4,5,7
Academic mentors and full time TAs deployed in YR, Y1 & Y2 enable effective scaffolding	<p>Having a high adult/ pupil ratio in class allows us to ensure high quality teaching and support children through a range of effective strategies including:</p> <p>Supporting communication and language approaches</p>	1,2,3,4

and support to extend learning and improve outcomes	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p>Implementing behaviour interventions and self-regulation strategies</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</a></p> <p>Using collaborative learning approaches</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p>Using feedback</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	
<p>Purchase of standardised diagnostic assessments.</p> <p>Training and teacher release time to ensure assessments are administered correctly (1:1 for Sandwell) and analysed correctly.</p>	<p>Using standardised tests provide accuracy and insight into the specific strengths and weaknesses of each pupil and allow teachers to target the correct support and revise curriculum provision accordingly.</p> <p><a href="https://www.nfer.ac.uk/for-schools/products-services/nfer-tests/about-nfer-tests/">https://www.nfer.ac.uk/for-schools/products-services/nfer-tests/about-nfer-tests/</a></p> <p><a href="https://www.gla-assessment.co.uk/assessments/products/sandwell-early-numeracy-test/">https://www.gla-assessment.co.uk/assessments/products/sandwell-early-numeracy-test/</a></p> <p><a href="https://www.phonicstracker.com/">https://www.phonicstracker.com/</a></p>	1,2,3,4
Purchase of Little Wandle Letters and Sounds Revised	<p>The consistent implementation of an accredited and systematic approach to phonics is essential to whole school progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1,4

	<p>We chose Little Wandle because of its inclusion of a 3x weekly guided reading session which we know is a powerful strategy to improve outcomes</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	
<p>Securing the successful implementation of a mastery maths programme in line with EEF and DfE guidance.</p> <p>Funding extra teacher release time to support colleagues in their professional development</p>	<p>Ongoing engagement with the East Midland Maths Hub to continue to develop our mastery approach to mathematics across the school. Ensuring our mathematics subject lead is available to support colleagues.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	2
<p>Improve the quality of social and emotional learning across the school</p> <p>RSHE curriculum draws on a wide range of published resources</p> <p>RSHE is timetabled for 2 hours per week across the school</p>	<p>The effective implementation of a 'Learning for Life' extensive and detailed RSHE curriculum across the school ensures that children understand themselves as physical and emotional beings and that they know how to look after themselves and keep themselves safe from harm.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	5

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

Budgeted cost: £15,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the Academic Mentoring Programme to deliver in the Early Years and into Y1 with NELI & Talk Boost interventions	<p>Early Talk Boost, Talk Boost and Nuffield Early Language Intervention have been shown to be highly effective at developing the language of very young children who are behind their peers nationally and need additional support to catch-up.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1
Engaging with the Academic Mentoring Programme in Y1 and Y2 to provide additional phonics sessions and small group guided reading.	<p>Targeted additional phonics sessions (4 per week for 30 minutes) have been shown to be highly effective when delivered over a 12 week period</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Guided reading groups with targeted lower attaining pupils explicitly teach reading comprehension strategies have been shown to improve attainment significantly</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1,4
Engaging with the Academic Mentoring Programme in the Early Years to deliver additional targeted sessions of vocabulary development through a sustained shared thinking approach.	<p>Targeted children with poor language work on developing their language in small groups where everyone has time to talk and deepen their understanding of vocabulary in context</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	1



Engaging with the National Tutoring Programme to provide small group tuition (max 3 pupils) to 60 disadvantaged pupils for 15 hours each to develop their vocabulary, reading comprehension and writing skills.	<p>We have identified disadvantaged children within KS2 who have been most adversely affected by the pandemic and are providing additional small group tutoring to accelerate their attainment in reading and writing.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1,4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £89,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
We employ a full-time Family Support Worker who supports our children and families in times of crisis supporting effective behaviour management throughout the school.	<p>Effective behaviour management is essential component of a calm and well-ordered environment where children are able to learn.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	5
Our Attendance Team tackle poor attendance robustly using an effective	<p>Attendance management is more complicated than ever during Covid 19 pandemic. Approaches have to be tailored to reflect the new conditions we're working in.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	6

model which has been shown to bring swift improvement		
We have an inclusion unit to support the learning of children at severe risk of exclusion.	Supporting our most challenging pupils to stay in mainstream school requires highly talented staff and a clear and consistently applied behaviour policy.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	5
We provide a free breakfast to all children through our Breakfast Club and partnership with Magic Breakfast	Fundamental basic needs must be met before we can begin to work in a higher realm.  <a href="https://cpb-us-w2.wpmucdn.com/u.osu.edu/dist/2/5432/files/2016/02/MHON-Inclusion-29g3d6v.pdf">https://cpb-us-w2.wpmucdn.com/u.osu.edu/dist/2/5432/files/2016/02/MHON-Inclusion-29g3d6v.pdf</a>	1,2,3,4,7
Keep some funding as contingency for immediate and unforeseen spending	Essential to keep some funding in reserve to fund for unplanned events such as a new child arriving with significant behaviour needs, but not currently in receipt of high needs funding. If the pupil were unsupported, disruption would affect everyone's learning.	

**Total budgeted cost: £ 164,900**

## 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.

Assessments carried out throughout the year 2020-21 indicated a sharp decline in average standardised scores for reading and maths, particularly for disadvantaged pupils. On average, pupils (disadvantaged and not disadvantaged) lost 7 points in reading and 8 points in maths. This information has helped shape our priorities for this year's Pupil Premium and catch-up funding.

Learning was severely disrupted throughout the year and despite good provision of remote education and provision of digital technology (purchased in good time using Pupil Premium and Catch-Up funding), engagement with learning was patchy and outcomes variable. Typically, disadvantaged families fared much worse as parents focus was often on surviving the situation

Attendance, measured when schools were open to all pupils was higher than previous years (94.7%) and persistent absenteeism (14.6%) fell sharply.— a positive impact of the pandemic.

Our assessments, observations and MyConcern records indicate that attainment, pupil behaviour and well-being have all been adversely affected by the disruption to schools caused by Covid 19. We were highly responsive to these challenges used Pupil Premium and Catch up funding to re-deploy staff working at home to provide intensive individualised support to families.

## 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
NELI	Nuffield
Talk-Boost & Early Talk Boost	I-Can
Power Maths	Pearson
Fluent in Five	Third Space Learning
Times Tables Rock Stars	TTrockstars

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

A higher number of our pupils have moderate learning difficulties which in a small number of cases lead them to being more than 2 years behind their peers. These children are taught sensitively in an enabling environment in smaller numbers than a mainstream class with additional TA support. This is an intervention which has been highly successful and a number of pupils have been able to join the main class due to their accelerated progress.

We are improving our playtimes by improving staff interaction with children, training mini leaders, zoning the play areas, providing a range of play resources which promote creative and imaginative play.

We actively seek grants and sponsorship to fund enrichment activities for children. This last 12 months this has resulted in a whole year group residential in the Peak District; an Easter holiday club with climbing and archery; the whole school attending the pantomime and the junior children visit to the gardens of a stately home in the Peak District. These have been entirely free to parents and school.