



William Rhodes Primary and Nursery School

Pupil Premium Statement 2023 – 2026

William Rhodes is an average-sized primary school which serves the community of Boythorpe and surrounding areas. The number of pupils who are eligible for pupil premium is significantly higher than the national average.

At William Rhodes, we want all of our children to have a first-rate education which means that they have rich and varied knowledge across various subject disciplines giving them a holistic education and the very best chance to thrive throughout their school careers and later life. Staff work tirelessly to ensure that children can have the best possible chances of success and feel safe and ready to learn, enabling them to reach their academic goals, despite their starting points.

This statement details our three year strategy to meet the school's overarching aims. It outlines our pupil premium strategy, how we intend to spend the funding within this period and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	170 (plus 22 nursery)
Proportion (%) of pupil premium eligible pupils	58%
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)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jenny Wilkes
Pupil premium lead	Jenny Wilkes
Governor / Trustee lead	Georgina Blair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,500
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>	£14,500

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>	£160,000

Part A: Pupil premium strategy plan

Statement of intent

At William Rhodes Primary and Nursery School, we have high expectations for each and every one of our pupils. We believe that all children should be able to succeed and achieve in school, despite their different starting points, socio-economic status or challenges. Whilst the Pupil Premium funding is provided to support disadvantaged pupils, we know that this term can encompass a whole range of vulnerabilities: the need for Early Help assessments or support from other agencies, poverty and lack of resources or being a young carer.

As a staff team, we try to be as research-informed as possible: we understand that when quality first teaching is good, all children make good progress, therefore, we aim to provide Quality First Teaching to all of our pupils through a rigorous, coherent, focussed curriculum. As a leadership team, we support staff in the planning and delivery of this through focussed CPD and regular monitoring, evaluation and review.

Our pastoral team are committed to ensuring the welfare of all of the children in our care and work tirelessly to support their varied needs: we are all vulnerable sometimes! As a school, we aim to provide safe opportunities for children to develop their social, emotional and mental health through a range of activities, both within the classroom, and through more targeted provisions such as Forest Schools, life-skills sessions, Lego Therapy, Anger Gremlins as well as bespoke support from the pastoral team.

In order to enrich our children's knowledge base, we strive to provide wider opportunities to learn through experiences. This helps our children to understand the relevance of their learning, see what is out there in the wider world and increase their aspirations, giving our children a thirst for life-long learning and the opportunities to find, and develop their interests.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language Assessment, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps amongst many of our children including disadvantaged children, which ultimately impacts on early reading skills.
2	Social, Emotional and Mental Health Needs Our assessments and tracking of pupils, observations and discussions with pupils and families have identified social and emotional issues for many pupils, particularly those within the disadvantaged cohort.

3	<p>Attendance</p> <p>As a school, our attendance is below the national average and persistent absence is higher than national averages. Our disadvantaged group have lower attendance than their peers (92.07%) and levels of disadvantaged persistent absenteeism is 21.36%.</p> <p>Attendance continues to be a priority on our school improvement plan and all staff are taking collective responsibility to raise attendance and support families in getting their children into school regularly and on time.</p>
4	<p>Environmental circumstances and readiness to learn</p> <p>Some pupils enter school emotional heightened or dysregulated due to lived experiences beyond school.</p> <p>Some pupils struggle to self-regulate, especially during unstructured times and need support to resolve conflict.</p> <p>A significant number of children experience complex family circumstances which can result in ACEs. Research (cited in EEF Improving Behaviour in Schools Report) shows that two thirds of people have at least one ACE, but the 8% of people in England who have four or more ACEs are at an increased risk of a range of negative health outcomes such as heart disease, respiratory disease, drug addiction, or self-harm.</p> <p>A large number of children have limited experience of the world, which means they have a limited background knowledge, making it difficult for them to connect their learning.</p>
5	<p>Poor reading and phonics skills</p> <p>A significant number of pupils have poor decoding and/ or comprehension skills, which means they find it difficult to access the curriculum.</p> <p>A large proportion of our children say that they do not enjoy reading, meaning that reading for pleasure is not habitual.</p>

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
Children are exposed to a wide-range of vocabulary and their understanding and use of vocabulary is improved.	<ul style="list-style-type: none"> Children are exposed to daily rhymes and stories, both in the EYFS and across school. School staff work closely with SALT and ensure that children who need support are identified and referred quickly and that work towards targets is completed in school. Children take part in a range of experiences to broaden their knowledge base and help them to learn new vocabulary in context. The curriculum is centred around the development and understanding of vocabulary in a wide range of contexts. Children's vocabulary development is accelerated in the EYFS, which supports effective learning throughout school.

Children's social, emotional and mental health needs are supported well.	<ul style="list-style-type: none"> • Our curriculum, (including assemblies) ensures that children understand the importance of health and wellness in all forms. • Pupil Parliament wellbeing committee meets regularly and looks for ways in which to support pupils. • SEMH interventions are provided by the pastoral team which has been extended. These include 1:1 interventions and group-based support such as Forest School, Life Skills, Anger/ Anxiety Gremlins and Lego Therapy. • The Safeguarding team are aware of external services and agencies to signpost children and families for support. • Number of children at crisis point reduces as preventative measures are put in place.
Children attend school on time, regularly and parents understand the importance of education.	<ul style="list-style-type: none"> • Attendance data for all groups increases. • Persistent absenteeism decreases, particularly for disadvantaged pupils. • All staff are responsible for attendance. • Parents understand attendance systems. • All stakeholders understand the importance of attendance.
Children are able to regulate themselves more effectively throughout all times during the school day.	<ul style="list-style-type: none"> • Free breakfast club is available for all children. • Restorative practices are embedded in all aspects of school life. • All staff understand of the impacts of trauma. • Relationships are key to the life of the school. • Number of incidents at break time and lunch time decreases. • Children can increasingly solve conflict independently.
Children are able to learn to read so that they can read to learn and read for pleasure.	<ul style="list-style-type: none"> • Increasing numbers of children pass the phonics screening test in Year One. (80% by 2026) • Rapid catch up interventions are in place to support any children who are falling behind. • KS2 reading data increases to be in line with national attainment. • More children speak of reading for pleasure habits.

Improved attainment in reading, writing and maths for disadvantaged pupils.	<ul style="list-style-type: none"> Children make good, or accelerated progress. KS2 outcomes in reading, writing and maths combined for disadvantaged pupils are 60% by 2026. A range of support strategies are used in classrooms to enable learners to access lessons and succeed. Staff are outward facing, there is a culture of continuous improvement and the sharing of good practice
Children leave William Rhodes having had the opportunity to engage in a wide variety of experiences.	<ul style="list-style-type: none"> Children are given chances to work towards their EMBARK award. Children have the opportunity to participate in educational trips and in school visits to enhance the curriculum and make it more relevant. All children are given the opportunity to go on a residential stay. Children have the opportunity to learn to play a musical instrument. Children have the opportunity to attend a range of extra-curricular activities to develop their passions and interests.

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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Purchase of Little Wandle resources All staff to receive annual phonics training Staff who teach phonics or reading to have 15-minute weekly meetings with the reading leader. Purchase of Big Cat reading scheme to build on reading 	Extensive studies show that phonics has a positive overall impact (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF (educationendowmentfoundation.org.uk)	5

fluency at the end of KS1.		
Refine Quality First Teaching strategies through purposeful CPD and coaching systems.	The best available evidence shows that great teaching is the most important lever schools have to improve pupil attainment. Research from the Sutton Trust (2014) shows that good teaching has the most significant impact on pupils from disadvantaged backgrounds. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	
Behaviour Management CPD and introduction of restorative practices.	<p>The EEF Improving Behaviour in Schools Report states that learning behaviours should be taught alongside managing misbehaviour for the most significant impact as well as the use of targeted approach for individuals. There is an emphasis on consistency being key:</p> <p><u>Improving behaviour in schools</u> (d2tic4wvo1iusb.cloudfront.net)</p> <p>Paul Dix suggests a relational approach to behaviour with clear micro-scripting in his book. When the Adults Change. This has also been used in the development of our behaviour policy and staff CPD.</p>	4,2

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Interventions	It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Phonics EEF (educationendowmentfoundation.org.uk)	5
Pre and Post Teach Maths interventions.	EEF evidence suggests that intervention can support attainment in maths. This is particularly effective when there is explicit and systematic teaching and connections are made between intervention and whole class instruction. EEF-Improving-Mathematics-in-KeyStages-2-and-3-2022-Update.pdf (d2tic4wvo1iusb.cloudfront.net)	4

Mastering Number Programme in EYFS and KS1.	EEF recommendations suggest that high quality intervention to support children who may struggle works best when training is 1,2,6 8 provided for staff and sessions are brief and regular. Mathematics EEF (educationendowmentfoundation.org.uk)	4
Talk Boost	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may later affect their school experience and learning later in their school lives. Targeted approaches can be particularly useful (6+months progress) especially when delivered 1:1. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 5

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Interventions Including Behaviour Box, Anger Gremlins, Wellbeing monitoring and Life Skills.	Evidence shows that, SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Targeted intervention shows as having the highest impact. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2
Forest School Provision		2
Meet and Greet	Evidence shows that Parental Engagement can be key to supporting children's learning in school, however, there is no clear evidence for any particular strategy, therefore a critical eye and mixed approach: Building positive relationships through positive contact can be key. Working with parents to support children's... Unity Research School REVIEW OF BEST PRACTICE IN PARENTAL ENGAGEMENT (bath.ac.uk)	2
Attendance Monitoring and Support	Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right	3

	support in place. Working together to improve school attendance (publishing.service.gov.uk)	
Subsidised Trips		4
Offer of breakfast club and extra-curricular clubs at no cost		4

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review at the end of 2023

- Outcomes at the end of EYFS showed that 68% of children reached a good level of development in reading, 55% in writing and 77% in maths. Children's oracy is showing signs of improvement in Nursery which provides an effective foundation to build upon in reception.
- Phonics screening outcomes in Year 1 were 38%
- Outcomes at the end of KS1 were: 56% in reading, 50% in writing and 67% in maths.
- Attendance at the end of the Summer Term 2023 was 92.74% for the whole school with disadvantaged pupils at 91.43%. Persistent absence was below the 30% target, however school attendance minus PA pupils was 96.11%. Attendance for SEND pupils was 91.62%
- Many children have been identified as requiring SEMH interventions and pastoral support, we plan to increase the offer into the 2024 academic year.
- Behaviour remains a concern, resulting in lost learning and a number of physical incidents. Behaviour policy reviewed in Summer Term 2023 and staff CPD to begin. Full implementation to begin in September 2024.
- KS2 outcomes were low: 47% in reading, 43% in writing and 50% in maths.

Although there is still a year left within the three-year strategy, as there has been a new leadership team, the agreed decision was to write a new strategy so that we could ensure that this would sit tightly alongside our school improvement plan.

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
Mastering Number	NCETM
1 st Class @ Number	Edge Hill University
Catch Up Phonics SEND Phonics	Little Wandle Letters and Sounds Revised
Five Foundations of Effective Attendance Practice	Wayne Harris