

Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name: Rumboldswyke Church of England Primary School	
Number of pupils in school	126
Proportion (%) of pupil premium eligible pupils	27.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Lisa Harris, Head of School
Pupil premium lead	Lisa Harris
Governor / Trustee lead	Margaret Lumley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,834
Pupil premium funding carried forward from previous years (enter £0 if not disadvantaged)	£0
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	£47,834

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Securing positive relationships, high-quality teaching and high expectations are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. A greater emphasis is placed on reading, in particular early reading and understanding of vocabulary, for our socially disadvantaged children.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. All our staff and governors accept responsibility for 'socially disadvantaged' pupils and are fully committed to meeting their social, emotional and academic needs within the school environment.

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Every half term, we review progress and analyse the pupils' needs. We offer targeted short interventions through class based support.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- that all disadvantaged pupils in school are given access to wider opportunities so they can embrace life in all its fullness.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to our KS2 children and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Lack of parental engagement with reading at home.
4	Not all disadvantaged children are attaining age related expectations in line with their peers in RWM.
5	Social and emotional needs are affecting emotional resilience and behaviours for learning.
6	Family finances and access to wider opportunities and experiences which develop the whole child.
7	Attendance data indicates that attendance/ punctuality among disadvantaged pupils is around 2% lower than for non-disadvantaged pupils.

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.	Assessments, writing moderation 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 parental engagement with reading. Parents will listen to children read more at home due to the individualised support during the Early Years.	Engagement with home learning will result in increased fluency in reading.
Intended outcome	Success criteria
Improved reading, writing and maths attainment among disadvantaged pupils. This will be measured through half termly phonic assessments, termly teacher assessments and PIXL assessments.	Pupil Progress meeting reports will articulate the progress made and next steps Outcomes across the school will show that disadvantaged children are making progress in line with their non-disadvantaged peers.
Continue to support engagement and provide access to enrichment experiences for learning they would not usually experience including local trips, learning musical instruments and extracurricular clubs.	All Pupil Premium children will take part in an extracurricular club or opportunities and experiences to represent the school. All pupil Premium children will access a paid for club over the year.
Improve number sense and fluency through the Mastering Number program.	Pupils eligible for disadvantaged rapidly develop improved number and calculation skills, measured through internal data analysis against prior attainment, including interventions and PIXL tests.
Attendance of disadvantaged pupils has improved and the number of persistent absentees has reduced.	There will be a reduction in the number of persistent absentees. 64% (14/22) of persistent absentees were disadvantaged pupils in the year 2021-2022, 53% (9/17) of persistent absentees were disadvantaged pupils in the year 2022-2023. 45% (9/20) of persistent absentees were disadvantaged pupils in the year 2023-2024. End of year attendance target for disadvantaged pupils is above 95%. In the year 2021-2022 it was 88.4%

	<p>In the year 2022-2023 it was 89.4%</p> <p>In the year 2023-2024 it was 90.5%</p>
<p>The social and emotional needs of disadvantaged children will be supported to enable them to make positive behaviour for learning choices and be happy in school.</p> <p>Secure, positive relationships between staff, children and parents lead to improved opportunities and outcomes.</p>	<p>Children's well-being needs are met through strong relationships with staff in school. ELSA / Play Therapy evidences pupils making good progress in managing emotions, self-regulation and attitudes to learning.</p> <p>Improved engagement in lessons based on teacher observations.</p> <p>Children will use strategies taught to ensure they are accessing the curriculum.</p> <p>All children make good progress from their relative starting points.</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: £10,400 PIXL subscription and printing costs, Phonics CPD, staff training inset days, maths cpd and supply cover cpd, books for guided reading, experiences and authentic outcomes.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD on Metacognition and working memory	See EEF research guidance report 7+ months. Metacognition approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning Walkthrus	1, 4, 5
To analyse summative assessment data and identify the pupils who require catch up. Purchase of PIXL diagnostic assessments and therapies to close gaps	Tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	4
Staff CPD on Mastering Number through the NCETM We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD through the NCETM.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence:	4

<p>This year this is extended to KS2</p>	<p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>To embed the delivery of high quality phonics teaching across the school</p> <p>To promote automaticity and reduce cognitive load when learning to read.</p> <p>Phonics RWInc training for all staff, training through the online RWInc portal.</p> <p>Wave 5 English Hub school</p> <p>We will find release time for the phonics lead to engage in English Hub training, take part in lesson studies and coaching. We will engage in Story book training in January 2025.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p> <p>Phonics evidence EEF</p> <p>High quality phonics training for all classroom staff (October 2022) to ensure phonics is systematically taught across the school.</p> <p>The Reading Framework (2021)</p>	<p>2, 4</p>
<p>To deliver high quality teaching of reading comprehension that immerses children in high quality texts</p> <p>Purchase high quality texts</p>	<p>Reading Comprehension strategies have a high impact on average (+6months). Alongside phonics it is a crucial component of early reading.</p> <p>Reading Comprehension strategies EEF</p> <p>The Reading Framework (2021)</p>	<p>1, 2, 3, 4,</p>
<p>Class teachers to identify where exposure to wider experiences can be planned to raise knowledge and cultural capital that disadvantaged pupils need to access in order to succeed with upcoming</p>	<p>Children are able to articulate their knowledge and understanding based on what they've seen, where they've been and the opportunities they have had. Unless our pupils are able to have those experiences and call on those terms of references about different places, they are more of a disadvantage because they are unable to talk or write about it.</p>	

learning. (Experiences and Authentic Outcomes)		
Dtd meetings half termly We will fund teacher release time to ensure interventions are targeted at those most in need.	Small group tuition is most likely to be effective if it is targeted at a pupil's specific needs. Diagnostic assessments can be used to assess the best support. Targeted support EEF	1, 2, 3, 4, 5

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

Budgeted cost: £ 10,000 Additional support Staff hours, Release time for teachers, refreshments for meetings with parents

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective deployment of staff - additional support and small group sessions identified through Dtd meetings as benefitting from 1:1 tutoring in phonics, tricky words and reading sessions targeted at disadvantaged pupils who require further phonics support. Precision Teaching Spelling	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3, 4
		2,3,4
	Pupils may require targeted academic support to assist numeracy. Interventions should be carefully matched to classroom teaching EEF	4
PiXL therapies interventions	Small group tuition is most likely to be effective if it is targeted at a pupil's specific needs. Diagnostic assessments can be used to assess the best support.	

Time for Classteachers to plan and facilitate high quality interventions	Targeted support EEF	
Meet the teacher meetings Parental workshops Frequent checking in with parents Use of Seesaw to communicate. Tea with the Head	EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes general approaches which encourage parents to support their children with, for example reading or homework	2,3,4

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

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide subsidies and financial support to enable disadvantaged children to access school trips, enrichment opportunities and learning experiences.	An enriching and stimulating curriculum along with offering extra-curricular activities, impacts positively on enjoyment and engagement with learning and therefore attendance, progress, attainment and behaviour.	5, 6, 7
TLG mentorship Programme Three disadvantaged children and/ or those identified as vulnerable are assigned a mentor in school who connects with the mentee each week to work on strategies to help boost confidence and self-esteem	The EEF states that mentoring programmes which have a clear structure and expectations, provide training and support for mentors, and recruit mentors who are volunteers, are associated with more successful outcomes. The TLG mentorship programme is new this year for Rumboldswyke	5, 7
Play therapist to support children with social, emotional difficulties.	Evidence from EEF Toolkit suggests that meta-cognition and self-regulation have consistently high levels of impact, with	5, 7

<p>ELSA training programme</p>	<p>pupils on average making an average of 8 months' additional progress</p> <p>Children will demonstrate increasing resilience and settle quickly to school and lessons so disruptions are a rarity.</p> <p>A holistic approach to supporting all the needs of children helps the children be ready to learn and make progress.</p>	
<p>Wowski Programme: Many of our families report finding family life challenging. From April 2025, we will be part of the Wowski Project where our ELSA will work with families on an individualised and supported parenting programme.</p>	<p>The EEF states: 'Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools'</p>	<p>3, 5, 7</p>
<p>Close monitoring of attendance of disadvantaged children and absence is followed up quickly.</p> <p>Specialist support for children and families with additional needs e.g. Early Help, School Nurse, Fair Access etc.</p>	<p>Working with external agencies to support disadvantaged children and families improves the attendance and wellbeing of these children and therefore their attainment and progress.</p>	<p>7</p>
<p>Pastoral support from our learning mentor (ELSA) for vulnerable children and families key support needed to ensure attendance is maintained and pupils are ready to learn</p>	<p>Targeted interventions and universal approaches have positive effects (+4 months). Schools should consider providing tailored support where required.</p>	<p>5</p>
<p>Contingency fund for acute issues.</p> <p>E.g. uniform / resources needed for school.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding</p>	<p>7</p>

Access to breakfast club to support attendance and punctuality issues	aside to respond quickly to needs that have not yet been identified.	
Ensure the sustainability of Woodland Schools approach by adopting an outdoor learning model and CPD for staff.	<p>Key findings of Forest Research:</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</p> <p>The evaluation suggests Forest Schools make a difference in the following ways: Confidence: children had the freedom, time and space to learn and demonstrate independence Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play. Communication: language development was prompted by the children's sensory experiences Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment.</p>	1, 5, 7

Total budgeted cost: £47,400

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 2022 to 2023 academic year.

Half termly Pupil Progress meetings and timely interventions led by Classteachers Academic Mentor, Teaching Assistants.

HEADLINES

- Over the past few years, disadvantaged children have made good progress at this school. Evidence shows the gap decreases between our disadvantaged and non disadvantaged children whilst working with an academic mentor. In the year 2023-2024, the school could not afford an Academic Mentor. The progress of disadvantaged children was broadly in line or better than their non disadvantaged peers

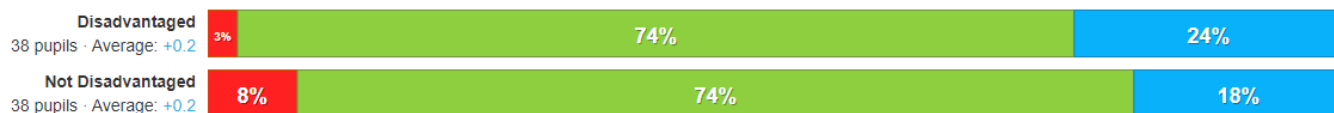
Reading

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected



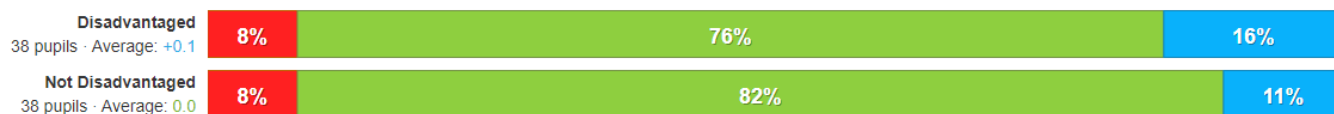
Maths

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected



Writing

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected



- Analysis of standardised tests in KS2, demonstrate that disadvantaged children made better progress than non disadvantaged children based on their relative starting points.

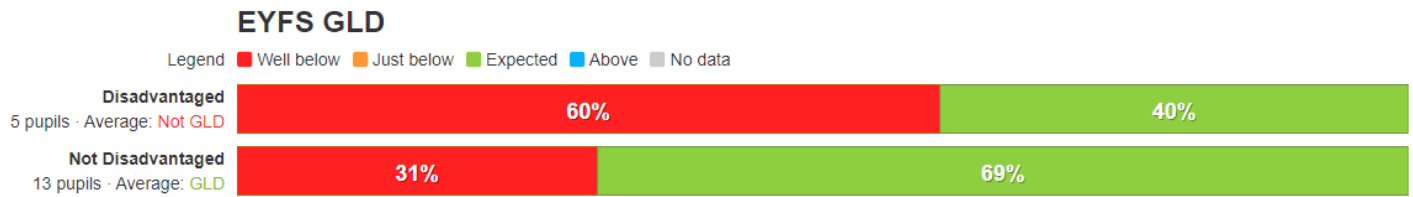
At the end of EYFs, there is a gap in the attainment of disadvantaged v's non disadvantaged children, however, this gap is smaller than previous years. Only 1 disadvantaged child did not meet the EYFSP for Reading.

Reading - EYFSP

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Analysis of data shows there has been an increase in the percentage of disadvantaged children achieving EYFS GLD . Only 14% of disadvantaged children achieved GLD in 2022-2023. In 2023-2024, this increased to 40%. However, there is a disparity between our disadvantaged and non disadvantaged children at the end of the Early Years Foundation stage.



Our Year 5 cohort are the group of pupils who have been the most affected by the disruption caused by the Covid pandemic and the consultation regarding school closure.

Outcomes for this cohort in Summer 2022 were:

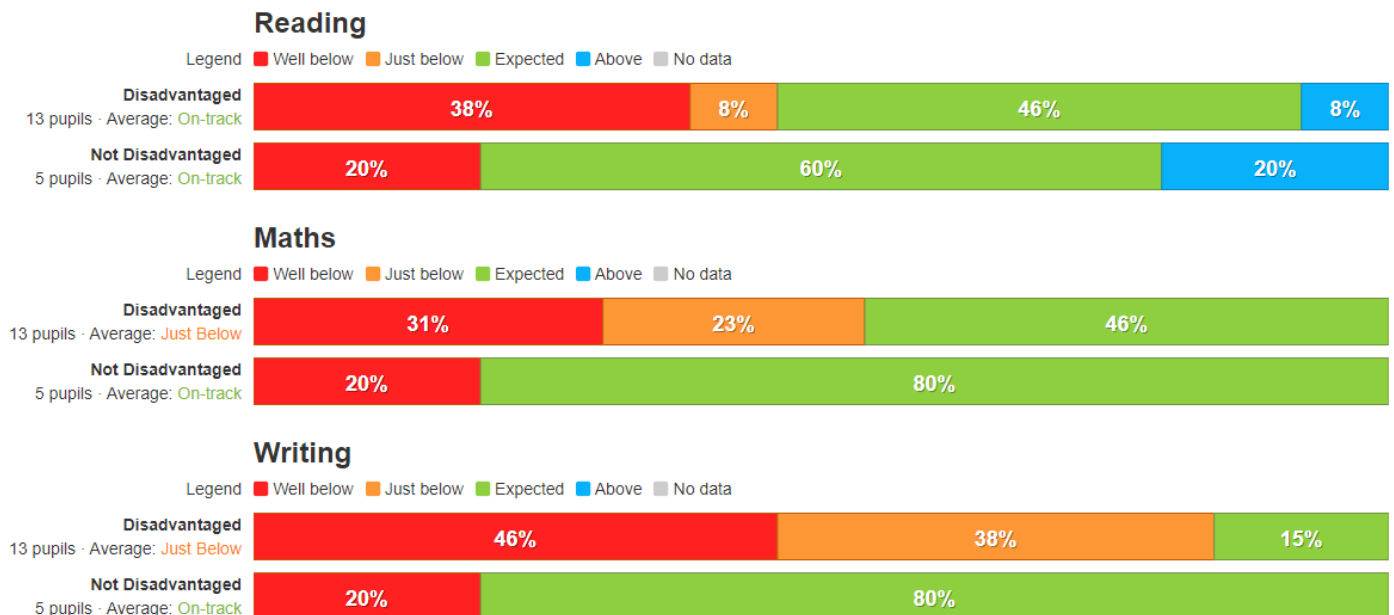
17% of disadvantaged pupils were on track in reading and 58% of non disadvantaged pupils were on track in reading.

0% of disadvantaged pupils were on track in writing and 33% of Non-disadvantaged pupils were on track in writing.

33% of disadvantaged pupils were on track in Maths and 58% of Non-disadvantaged pupils were on track in Maths.

Over the past two academic years, intense targeted support has improved reading outcomes for both disadvantaged and non-disadvantaged pupils in this cohort.

Attainment for Year 5 cohort 2023-2024.



Attainment for our Year 3 cohort 2023-2024

Attainment data for our year 3 cohort shows the gap has been closed for these pupils.

Reading

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



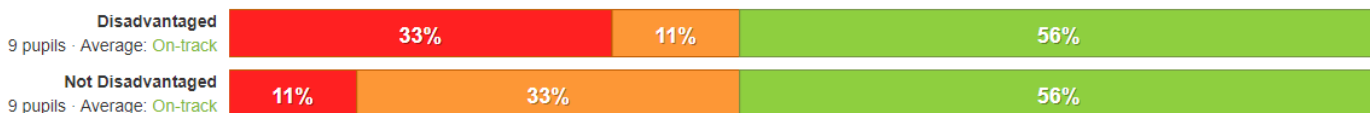
Maths

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Writing

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



To deliver high quality phonics teaching across the school.

To promote automaticity and reduce cognitive load when learning to read.

All staff trained in our Phonics scheme RWIncs. Phonics is consistently taught across the school. Staff CPD, consistency of approach, targeted support by Teaching assistants, teachers and daily interventions with our academic mentor have improved outcomes and confidence across the school. Year 1 phonics scores improved from Summer 2023, however, the attainment of disadvantaged pupils was significantly lower than their peers.

To deliver high quality teaching of reading comprehension that immerses children in high quality texts

Introduction of Fred's guided reading has led to improved outcomes for both disadvantaged and non-disadvantaged pupils. Progress from 2023-2024.

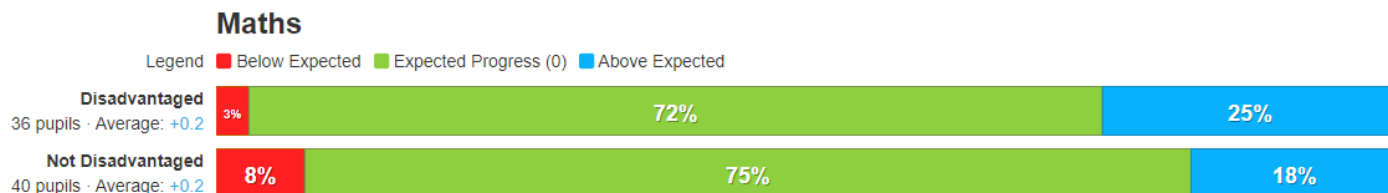
Reading

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected



To audit, review and refine our maths teaching and curriculum planning in line with DfE and EEF guidance.

Staff and pupil confidence in Mathematics has improved over the academic year. The reviewed and refined curriculum supports and scaffolds next steps through the mastery approach, promoting confidence and attitudes towards Mathematics. Data shows that this approach is having a greater positive impact on disadvantaged pupils.



Purchase of standardised diagnostic assessments to target gaps and monitor progress.

Teachers are able to use the Question level analysis to ensure they can provide targeted teaching to promote good progress, however, this was difficult to manage in class sizes of 36. Therefore, we have subscribed to PIXL to utilise the Question Level Analysis and associated PiXL therapies to help close gaps in learning.

Employ a Play Therapist to support children with social, emotional difficulties.

We continue to see a rise in the emotional needs of children in school. The impact was particularly acute for disadvantaged pupils. Last academic year, our play Therapist worked 1 day a week supporting 5 disadvantaged pupils. In the next academic year, we have reduced this to ½ a day a week, supporting 3 pupils. This is due to increased costs and the development of our ELSA provision.

To employ a Teaching Assistant to support children with SEMH needs in class and in a nurture room

Due to staff absence, this resource was not utilised as well as we had planned for. We have enrolled our teaching assistant onto an approved ELSA course this academic year.