



Rainbow Forge Primary Academy Pupil Premium Strategy Statement

2021/2022 – 2024/2025

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 the Academy.

The strategy is for a three year cycle and will be reviewed on a yearly basis.

School overview

Detail	Data
School name	Rainbow Forge Primary Academy
Number of pupils in school	350
Proportion (%) of pupil premium eligible pupils	49% (2022/23)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jane Loader, Headteacher
Pupil premium lead	Jane Loader, Headteacher
Governor	Robin Bone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 180,050
Recovery premium funding allocation this academic year	£ 19,430
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£199, 480
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



Part A: Pupil premium strategy plan

Statement of intent

Rainbow Forge Primary Academy is a one and a half form primary school in the South East of Sheffield.

Following school closures due to pandemic, the gap between disadvantaged pupils and others has widened for some of our children.

The pupil premium strategy plan covers a three year cycle and will be reviewed on a yearly basis. The Academy is committed to ensuring that every pupil irrespective of their background is a highly successful learner.

This academic year, our focus will be on supporting identified pupils to bridge and narrow their gaps through lost learning or due to other circumstances relating to the pandemic which have impacted on their wellbeing, this includes high attaining pupils and to ensure that their needs are met alongside peers.

High-quality first teaching is 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Alongside this, we will consider the challenges faced by vulnerable pupils including those with a social worker or those classed as a young carer regardless whether they are disadvantaged or not



Challenges

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

Challenge number	Detail of challenge
1	<p>Return to school and learning: Pandemic</p> <p>Baseline assessments, observations, professional input indicate underdeveloped oral language skills and vocabulary gaps in our youngest pupils – nursery to year 1.</p>
2	<p>Baseline assessment across the EYFS have highlighted that pupils starting points in nursery and reception are low across the majority of EYFS curriculum areas.</p> <p>The gaps for pupils including disadvantaged are already present by the time they begin at the Academy.</p> <p>An additional challenge has been the introduction of the newer EYFS framework including phonics scheme alongside school closures.</p> <p>Research concludes that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p>Our whole school assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, in phonics, reading, writing and maths.</p>
4	<p>Curriculum team meetings, pupil progress reviews, increase in safeguarding referrals and discussions with parents and carers during parent consultations identified an increase in social, emotional and mental health issues across the Academy.</p> <p>An increase in external 'mental health' referrals and internal referrals/ behavioural mentor support requests have increased.</p>
5	<p>The lack of enrichment, before and after school opportunities (during school closure) and peer interactions have affected all pupils including disadvantaged pupils and impacted on their overall attainment.</p> <p>More families are experiencing poverty which is a significant factor, families are unable to pay for enrichment activities for their children or take them on days out at the weekends and in the holidays.</p> <p>This results in a lack of cultural capital in these children.</p>
6	<p>Persistent absence has increased in comparison to previous year's data.</p> <p>Attendance rates of groups of pupils with additional vulnerabilities and complex needs is higher than pre pandemic.</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
<p>Improved oral language skills and vocabulary among all pupils including disadvantaged pupils.</p> <p>To develop early language and vocabulary acquisition, strengthen phonic knowledge and early reading skills</p>	<ul style="list-style-type: none"> • Communication and Language prime area of EYFS framework in- line or above local and national averages. • Systematic Synthetic Phonics ‘Little Wandle’ scheme embedded throughout the school and cycles of evidence to support impact. • Phonics screening results in line with or above local and national averages for disadvantaged 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. <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • All staff have are trained to deliver systematic synthetic Phonics to a high level including all new starters and teaching assistants. • Phonics teaching is effective and that phonics progress is linked to progress in reading and writing. • All staff are trained in delivering carry over and interventions according to pupil targets, set internally and by other professionals including speech and language therapists or language and communication teachers.
<p>To support disadvantaged children to make accelerated progress across all area with the EYFS curriculum.</p>	<ul style="list-style-type: none"> • GLD for disadvantaged pupils will be in line (or above) local and national and averages. • Disadvantaged pupils within the EYFS will have equal opportunities to their non-disadvantaged peers. • Attainment for disadvantaged pupils will be at least in line with ‘others’ nationally. <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Having robust diagnostic assessments (EYFS framework) in place that provide opportunities to reflect on pupils’ thinking, strengths and areas for development.
<p>To support disadvantaged children to make accelerated progress in phonics and reading, writing and maths towards end of year expectations</p>	<ul style="list-style-type: none"> • Pupils will make accelerated progress in phonics and reading, writing and maths towards end of year expectations. • Pupils will make accelerated progress from their starting points. • The gap between pupil premium and non-pupil premium pupils will lessen. • Attainment for disadvantaged pupils will be at least in line with ‘others’ nationally. <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p>



	<ul style="list-style-type: none"> • Embedded high quality, carefully planned professional development – fortnightly focus and research practice based lesson study approach for all teachers. • KS2 reading, writing and maths outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard or above.
<p>Increased social emotional mental health needs of children and families.</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Increased social emotional mental health needs of children and families. • Chatterbox system for requesting help • Clear pathways of external support for pupils and families. <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • A reduction in bullying incidences recorded across the Academy. • The percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
<p>To ensure disadvantaged pupils have access to high quality services, extra- curricular provision and enrichment opportunities across the school year.</p>	<ul style="list-style-type: none"> • All disadvantaged children to have access to enrichment opportunities and a choice of one afterschool enrichment club of their choice per term. • All pupils in receipt of funding and those deemed vulnerable to attend all off site trips and have equal access to residential trips in KS2. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • The Academy will offer high quality services, extracurricular provision and a wide range enrichment opportunities.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Safeguarding team to meet weekly to identify and track families in need of support including persistent absentees. • Safeguarding team to identify barriers to attendance and punctuality for pupils and families. • SENDCo to support families and signpost them to internal and external services that can support current barriers around attendance including pupils with (EBSA), emotional school based avoidance and absences linked to medical or special educational needs (autism).



	<p>Disadvantaged pupils' attendance to increase and be in line with Academy, local and national targets.</p> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none">• A decrease in the overall absence rate for all pupils identified as persistent absentees.• The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced significantly.• Improved engagement and interactions between home and school.• Identified families will be benefiting from early help; impacting attendance, social and emotional and learning behaviours.
--	---



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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group same day Keep up interventions.	High quality, target interventions across the Academy for identified disadvantaged/ vulnerable pupils Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF focus on 'keep up' rather than 'catch up' approach. Where pupils make insufficient progress, additional practice and support will be put into place immediately. https://www.littlewandlelettersandsounds.org.uk/ https://whiterosemaths.com/ small steps	1,2,3
Additional support for targeted lowest 20% in 1:1 reading from teaching assistants.	Targeted 1:1 reading with teaching assistants, plotted across the Academy	1,2,3
Targeted Catch Up Interventions in Maths & English	High quality, target interventions across the Academy for identified disadvantaged/ vulnerable pupils Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. We will purchase resources and fund ongoing teacher training and release time.	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 Tight ongoing focus of the lower 20% of readers within each year group. EEF focus on 'keep up' rather than 'catch up' approach. Where pupils make insufficient progress, additional practice and support will be put into place immediately.	2,3
Whole class teaching of reading strategies to promote comprehension skills. Opportunities to embed these skills in all lessons	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. reading-comprehension-strategies Toolkit Strand Education Endowment Foundation EEF	1, 2, 3



<p>Staff CPD on explicit teaching of metacognitive strategies including:</p> <ul style="list-style-type: none">-Teachers modelling their own thinking to demonstrate metacognitive strategies-Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties.-Providing enough challenge for learners to develop effective strategies	<p>The average impact of metacognition and self-regulation strategies is an additional eight months' progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>metacognition-and-self-regulation Toolkit strand Education Endowment Fund EEF</p>	<p>1, 2, 3</p>
---	---	----------------



<p>Language based intervention supported by speech and language therapy service.</p> <p>Providing training to staff that delivers small group support to increase impact.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p>Build upon the successes of the Zones of Regulation (ZOR) programmes of study in line with PHSE across the Academy.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Specialist training for staff and parents/carers in accessing on line learning and resources.</p>	<p>Online and home learning resources for disadvantaged families for access to learning – Doodle learning, Nessy, Maths Seeds, Number Bots, TT Rockstars, Reading Eggs subscriptions/resources.</p> <p>Laptop library for families to borrow laptops for home learning up and running</p> <p>Lunchtime club for children to access Doodle learning in Y3 – 6.</p>	<p>1,2,3,4</p>



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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Little Wandle phonics scheme.</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support, including children in KS2</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF https://www.littlewandlelettersandsounds.org.uk/</p>	1, 2, 3
<p>KS2 Focus: Third Space Learning Tutoring - Maths</p>	<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> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 3
<p>KS2 Focus: Nessy programme – English</p>	<p>Nessy is a global partner of the International Dyslexia Association and are advocates for children with dyslexia around the globe. But the Nessy programs are not only for dyslexia. Nessy collaborates with some of the world's leading academics, and follows the Science of Reading, to ensure our programs are based upon proven research.</p> <p>individualised-instruction Toolkit Strand Education Endowment Foundation EEF</p> <p>On average, individualised instruction approaches have an impact of 4 months' additional progress</p>	1, 2, 3
<p>Individualised digital homework programmes</p>	<p>Key stage 2 English & Maths https://doodlelearning.com/</p> <p>Doodle Learning are passionate about using our educational expertise to provide affordable learning solutions for parents and schools. The programmes provide personalised learning experiences that continually adapt to each child's strengths and weaknesses.</p> <p>Key Stage 1 English & Maths https://readingeggs.co.uk/ https://mathseeds.co.uk/</p> <p>Blake eLearning is an Australian-owned, global provider of quality educational products for children to use at school and at home. The company is also a recognised leader in creating innovative and engaging online programmes</p> <p>We also strive to build a system that supports, rather than replaces, teaching</p>	1, 2, 3



	<p>individualised-instruction Toolkit Strand Education Endowment Foundation EEF</p> <p>On average, individualised instruction approaches have an impact of 4 months' additional progress</p>	
--	--	--



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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on wellbeing, safeguarding updates, behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school and in line with Keeping Children Safe in Education updates. (KCSIE)</p> <p>New staff will have training and release time around Safeguarding alongside whole school staff yearly training.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://www.zonesofregulation.com/index.html https://diana-award.org.uk/</p>	4
<p>1-1 targeted support for individual pupils through the trauma informed approach from our Family Liaison officer.</p> <p>Small group interventions such as Lego Therapy and Theraplay by our Yoga & Mindfulness teacher</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4,6
<p>Enrichment including before and after school provision.</p> <p>Links with coaching and fitness organisations to promote physical fitness.</p>	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p>https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>https://www.childrensuniversity.co.uk/universities/sheffield-childrens-university/</p>	5



<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Improve parental engagement through:</p> <ul style="list-style-type: none">• workshops to develop parental understanding of maths and ENglish• workshops and commnications to parents to support their children with, for example reading or homework;• programmes and communications to improve involvement of parents in their children's learning activities• more intensive programmes for families in crisis.	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>parental-engagement Toolkit EEF</p> <p>Early Years</p> <p>https://www.boromi.co.uk/boromi</p> <p>Boromi is an award-winning community of non-profit Play Libraries on a shared mission to empower every parent to support and nurture the early development of their child through powerful, purposeful play together at home, where it matters most.</p>	<p>1, 2,3, ,5</p>



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 2021 to 2022 academic year.

Our internal assessments during 2021/22 show that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online live teaching.

Rainbow Forge Primary Academy remained open to our most vulnerable and disadvantaged pupils for the duration of school closure. Our live teaching ensured that the children in school and those at home were taught exactly the same lesson with those learning remotely supported by a teacher online. Those who did not attend showed less engagement with online learning and a further pastoral package was put in place to support wider families' issues around engagement and safeguarding and we supplied laptops to disadvantaged families through charitable donations secured from companies like Asda and the charity laptops for all, along with those supplied by the government.

On return to school in September 2021 a
Overall attendance in 2021/22 was lower than in previous years at 92%. As a school we had an extremely low number of cases of COVID in school until November 2021 – February 2022. We then had high numbers of positive cases. This combined with a reticence to return to school from anxious and vulnerable families impacted attendance. Although attendance improved after February it was not significant enough to impact the data.

The Academy has identified persistent absentees and gaps in pupil attendance for some pupils, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted by the lockdowns. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.



Service pupil premium funding

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

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Embedding a Trauma Informed approach.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Young carers

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.