



## Pupil premium strategy statement 2021- 2024

### What is Pupil Premium?

Pupil Premium is the name given to additional funding designed to raise the attainment of disadvantaged pupils so that they have the same outcomes and life chances as their non- disadvantaged peers. This funding is allocated to schools in accordance to how many pupils are judged to be eligible. Eligibility is outlined in a variety of ways including benefits a household may receive, Free-school Meals, children in local authority care or recently in local authority care and service children. For the year 2020-21 PPG funding is an additional £1345 per eligible child with £2345 awarded for children who are currently LAC. Further information can be obtained by following:

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022-for-local-authorities>

Rainbow Forge Primary Academy is a 1.5 form entry school with 333 on roll. We have 146 pupils on our Pupil Premium register; 44% of the school population, which is significantly above the national average.

For the year 2021-2022 Rainbow Forge Primary Academy received a total of £174,850 Pupil Premium funding.

Schools are able to spend PPG to suit the needs of their pupils. DfE guidance for 2021-2022 states the grant should be spent:

- *for the purposes of the school; that is, for the educational benefit of pupils registered at that school*
- *for the benefit of pupils registered at other maintained schools or academies*
- *on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated*
- *The grant does not have to be completely spent by schools in the financial year; some or all of it may be carried forward to future financial years.*

We recognise that the needs of our children are diverse, we recognise that there is no uniform profile for children eligible for PPG and as such, assign funding in a variety of ways to meet the needs of our children.

We believe that in order for children to achieve their full potential there needs to be a holistic approach to teaching and learning.

We treat each and every child as an individual and are fully committed to ensuring they have every opportunity to thrive and succeed.

We place a huge importance on the social and personal development of children as without this, academic development will never be fully realised.

We believe in giving children a curriculum and additional experiences that give them a thirst for more and an understanding of the value of their own education.

We use research led approaches combined with our in depth knowledge of our children to allocate the money to achieve this vision.



## School overview

School information 2021-2022	
School name	Rainbow Forge Primary Academy
Pupils in school	330
Proportion of disadvantaged pupils	45%
Pupil premium allocation this academic year	£174,850
Academic year or years covered by statement	2021-2024
Publish date	01 September 2021
Review date	01 September 2024
Pupil premium lead	Jane Loader
Governor lead	Isobel Wells

### Disadvantaged pupil progress scores for last academic year (last SATs scores 2019)

Measure	Score
Reading	-5.48
Writing	0.46
Maths	-0.46

### Disadvantaged pupil performance overview for last academic year (last SATs scores 2019)

Measure	Score
Meeting expected standard at KS2	42%
Achieving high standard at KS2	5%



### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all staff have support and training to identify barriers, introduce short term and pertinent targets that clearly identify progress opportunities.
Priority 2	Develop the pastoral team further- ensuring a holistic approach to supporting our children eligible for Pupil Premium funding. Continue to ensure that pupil mental health and wellbeing is prioritised.
Priority 3	Continue to develop opportunities to access cultural capital.
Priority 4	Develop pupils' character through the teaching of metacognition skills and the realisation of the Academy's values and a focus on developing communication and language skills, and personal, social and emotional development in EYFS.
Priority 5	Rapidly increase the attendance of disadvantaged children and reduce persistent absenteeism
Priority 6	To ensure that gap resulting from lockdown situation does not widen further from that of non pupil premium eligible children
Priority 7	To ensure the digital divide does not hinder pupils opportunities and ability to access remote education
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Children to have the highest aspirations for themselves and to understand their part in developing learning behaviours.</li> <li>For there to be clear sequences of learning that build effectively on prior knowledge.</li> <li>Increase the children's cultural capital through experiences and extracurricular activities.</li> <li>Ensure the children are in school regularly to stop any further gaps in learning.</li> <li>Help the children to build a toolkit of positive mental health strategies so that they are able to focus on learning.</li> <li>Access top ICT for home learning – either for homework or remote learning if lockdown occurs.</li> <li>Ensuring staff use evidence-based whole-class teaching interventions</li> </ul>

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To make at least expected or accelerated progress from initial statutory assessment point.	July 2022
Progress in Writing	To make at least expected or accelerated progress from initial statutory assessment point.	July 2022
Progress in Mathematics	To make at least expected or accelerated progress from initial statutory assessment point.	July 2022
Phonics	Ensure the gap between disadvantaged and other pupils is less than the national gap and the phonics outcomes at least match others nationally Further improve the teaching of phonics through whole school CPD	June 2022
Other	Continue to improve attendance of those children eligible for Pupil Premium and reduce the level of persistent absenteeism to be in line with those not entitled to pupil premium Bespoke approach to provide families with individualised approach.	July 2022
Projected Spending	£3,300	



**Targeted academic support for current academic year**

Priority	Actions
Priority 1 Reading (including Phonics)	<ul style="list-style-type: none"> <li>• Further improve the teaching of phonics using the Little Wandle scheme and resources.</li> <li>• Whole school training for phonics teaching from Little Wandle.</li> <li>• For this to be extended into KS2 to support children who are not yet fluent readers.</li> <li>• Introduce decodable books into KS2 for those children who are not yet fluent readers.</li> <li>• Use of online reading resources for additional support at home and in school (Reading Eggs, Bug Club and MyOn)</li> <li>• Increase the range of accelerated reader books in Y2 – 6 with a particular focus on non fiction.</li> <li>• Same day phonics intervention to make sure children do not fall behind.</li> <li>• Daily phonics intervention in KS2 for identified children.</li> <li>• Lexia reading intervention for identified KS2 children.</li> <li>• 1:1 Reading with an adult for PP children in the lowest 20%.</li> </ul>
Priority 2 Writing	<ul style="list-style-type: none"> <li>• Small group Writing Workshop Tuition for identified children using a structured programme.</li> <li>• Staff training on Improving Writing in KS2 (IPEELL) whole class intervention from the National Literacy Trust.</li> <li>• Raise standards in writing by ensuring progression in genre - Staff training.</li> <li>• Phase teams – research led working parties to identify gaps in learning and develop strategies to improve teaching.</li> <li>• Embed the use of Clicker for identified children with additional needs</li> <li>• Widget app intervention for identified KS1 children.</li> <li>• Continue to use Spelling Shed to practise retrieval and improve spelling</li> <li>• Introduce Doodle English allow children to retrieve and practise new learning at home (Grammar &amp; Punctuation)</li> </ul>
Priority 3 Maths	<ul style="list-style-type: none"> <li>• Embed the Power Maths Textbooks purchased through the DFE scheme to enhance the teaching of the White Rose curriculum.</li> <li>• Continue to embed Number Sense to develop a deep understanding of number in the Early Years.</li> <li>• Introduce Doodle Maths and Maths Seeds to allow children to retrieve and practise new learning at home.</li> <li>• Continue to use Times Table Rockstars &amp; Numbots in school and at home to practise retrieval and improve fluency.</li> <li>• Small group/1:1 Maths tuition for identified children</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Ensure acquisition of phonics to improve reading fluency quickly.</li> <li>• Provide children with a wide range of genres and non fiction books to read.</li> <li>• Encourage children to practise learning at home to help commit knowledge to long term memory.</li> <li>• Ensure acquisition of early number knowledge to ensure a good understanding of place value.</li> <li>• Provide children with good quality learning resources to enhance learning.</li> <li>• Improve writing skills for identified individuals and larger groups using evidence based interventions.</li> </ul>
Projected Spending	<ul style="list-style-type: none"> <li>• £69806</li> <li>• + £12324 Recovery premium for 1:1 Maths tuition &amp; £1841 for KS1 Small group maths tuition</li> <li>• + £ 13650 School led tuition grant and £7106 Recovery premium for writing tuition</li> </ul>



### Wider strategies for current academic year

Priority	Action
Priority 1	<ul style="list-style-type: none"> <li>Well thought out CPD plan carefully linked to the Academy's priorities and individual teacher's needs to ensure quality first teaching.</li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>Introduce weekly Yoga &amp; Mindfulness sessions for all children in Y1-6.</li> <li>Introduce Zones of Regulation in Key Stage 2 to build on the, already embedded, emotional 5 point scale</li> <li>Continue to use Lego Therapy, Theraplay, and the FRIENDS intervention for identified groups of children.</li> <li>Continue to offer 1:1 Counselling sessions for identified individuals</li> <li>The Trauma Informed Schools Champion to train staff and introduce new whole school approaches.</li> <li>Free breakfast for all children</li> <li>Subsidised places in before and after school care for identified children.</li> </ul>
Priority 3	<ul style="list-style-type: none"> <li>Music &amp; Art Specialist teaching in Y1- 6</li> <li>Music Pathways – all children in Y3 learn to play the recorder; Y4 learn to play the flute</li> <li>Ensure all children are able to continue to pursue music lessons after this by subsidising music lessons</li> <li>Give identified children the opportunity to learn to play the drums</li> <li>Ensure all children have access to good quality extra-curricular activities and Children's University by paying for passports for children entitled to Pupil Premium funding and offering free places in clubs.</li> <li>Ensure all children are able to enrich their learning through visits by subsidising costs for children entitled to Pupil Premium funding</li> <li>Ensure all children are able to attend the residential visit in Y6 by subsidising costs for children entitled to Pupil Premium funding</li> </ul>
Priority 4	<ul style="list-style-type: none"> <li>Improved adult interactions in EYFS to promote good communication and widen vocabulary</li> <li>NELI for identified children in EYFS</li> <li>Explicit teaching of metacognition skills</li> <li>Strategies to develop executive function employed throughout school</li> <li>Job shop to allow children to contribute to the community and give opportunities for them to realise our values in different contexts.</li> </ul>
Priority 5	<ul style="list-style-type: none"> <li>Attendance Officer to ensure robust procedure in place to promote good attendance and work with families where it is not yet good</li> <li>Family liaison officer to work with families on bespoke packages to improve attendance.</li> <li>Positive postcards sent home to encourage good attendance</li> <li>Surprise day events to award children who are at school</li> </ul>
Priority 6	<ul style="list-style-type: none"> <li>Rigorous assessment procedures to identify gaps in learning and address quickly through same day intervention and planned intervention groups to focus on specific gaps in learning</li> </ul>
Priority 7	<ul style="list-style-type: none"> <li>Laptop loan scheme to allow children to borrow laptops and wifi devices so that they can access home learning</li> </ul>
Projected Spending	£94, 544



## Monitoring and Implementation

Area	Challenge	Mitigating Actions
Teaching	Ensure enough time is given to allow for staff professional development	<ul style="list-style-type: none"> <li>• Use of INSET days, staff /phase meeting time.</li> <li>• Additional cover by Cover Supervisors</li> </ul>
Targeted support	Ensure that gaps in learning are identified quickly and specific initiatives are rapidly put in to place to ensure that children eligible for Pupil Premium funding make progress from their starting points	<ul style="list-style-type: none"> <li>• Subject leaders to provide support and advice to those leading interventions.</li> <li>• Pupil Progress meetings</li> <li>• Monitoring of lessons and interventions</li> <li>• Whole School overview of identified children and interventions</li> </ul>
Wider Strategies	Engaging the most vulnerable families	<ul style="list-style-type: none"> <li>• Pastoral team to work closely together to build relationships and ensure families develop trust in the school and are well supported</li> <li>• Home visits for new starters</li> <li>• Families Connect workshops</li> </ul>
Projected spending	£7, 189	

## Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading	No national assessments. Whole school internal data shows that from Autumn baseline to Summer 2 results the PP children working at the expected level increased from 41% to 60% compared to non pupil premium children from 59% to 77%. This is a gap of 17%. This must remain an area of priority
Progress in Writing	No national assessments. Whole school internal data shows that from Autumn baseline to Summer 2 results the PP children working at the expected level increased from 40% to 47% compared to non pupil premium children from 55% to 70%. This is a gap of 23%. This must remain an area of priority.
Progress in Mathematics	No national assessments. Whole school internal data shows that from Autumn baseline to Summer 2 results the PP children working at the expected level increased from 43% to 62% compared to non pupil premium children from 65% to 80%. This is a gap of 18% and remains a priority for Y1 and Y2.
Phonics	The postponed screen took place in Autumn 2020 and 13/16, 81% of pupil premium children passed compared to 23/24, 96%, of non pupil premium children. The current data for Y2 shows that 10/14, 71% pupil premium are on track to pass compared with 14/18, 78% non pupil premium children. This remains an area of priority.
Develop opportunities to increase cultural capital	Children are enthusiastic about Music & Art and are developing very good skills and knowledge. Confidence and self esteem is positively impacted. Greater uptake to the Children's University programme. More pupil premium pupils accessing after school clubs and widening their interests. This needs to be continued and expanded next year.
Ensure the impact of school closure on PP children is reduced	Pupil premium children made at least good progress in all subject areas. Reading 93%, Writing 90% and Maths 97% made a least good progress from Autumn baseline. Catch up interventions had a positive impact.
Persistent absenteeism is higher for PP children across the school.	Attendance systems are now embedded and robust. Parents are held to account more and as a result attendance is slowly starting to improve.