

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	Ryders Hayes School
Number of pupils in school	452
Proportion (%) of pupil premium eligible pupils	17.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jaz Paul
Pupil premium lead	Cheryl Heaton
Governor / Trustee lead	Ben Gallier

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <i>- based on the ESFA guidance using Oct '20 census - 80 Ever6FSM x £1,345 = £107,600 & 4 Service children x £310=£1240, 4 Post Lac x £2345=£9380</i>	£117,083 is in this year's budget
Recovery premium funding allocation this academic year <i>-based on £145 x 82 = £11,890</i>	£11,890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£128,973

Part A: Pupil premium strategy plan

Statement of intent

Intent

At Ryders Hayes we are aiming for specific outcomes for Pupil Premium Funding:

- Improving attendance to ensure PP is in line with Non-PP.
- Improving language and communication skills from Early Years to Year 6.
- High quality individual support through the schools' local offer and professional. external support to ensure disadvantaged children who also have additional needs (SEND) have the right provision.
- Closing the attainment gap in reading, writing and mathematics between PP pupils and others in the school. Research strategies include Metacognition Pedagogy strategies throughout school.
- Closing the attainment gap in reading, writing and mathematics between the school's PP pupils and all pupils nationally.
- Increasing the engagement of parents with their children's education and with the school.
- Supporting parents to access services to enable them to better meet their child's needs.
- To ensure pupil's mental health and wellbeing are met.

We have invested in a range of actions and interventions to ensure our PP provision is carefully planned in order to elicit improved outcomes for disadvantaged children and to narrow any attainment gaps between contrasting groups. With this in mind, activities and support are designed after reflection on our own practice and in response to various research projects, an example being the Education Endowment Foundation. This has determined which types of intervention have been proven to have the most impact on children's progress and attainment. (Source: Education Endowment Foundation – Evidence summaries)

Our various provisions for PP children fall into one or more of the following categories:

- Metacognition and Self-Regulation: Impact = +8 months eg KS1 & KS2 Catch Up -National Tutoring programme
- Reading Comprehension Strategies: Impact = +6 months
- Collaborative Learning: Impact = +5 months e.g. Stem Club, Rotakids
- Oral Language Interventions: Impact = +5 months e.g. Time to Talk 4 Pupil, Wellcome
- Phonics: Impact = +4 months e.g. Phonics Booster (Small Group Tutoring)
- Small Group Tuition: Impact = +4 months e.g. Mathematics Support, 11+ tutoring
- Digital Technology: Impact = +4 months e.g. TT Rockstars, Purple Mash, Chromebooks
- Sports Participation: Impact = +2 months (A comprehensive sports programme in school throughout the day ensuring all access quality coaching, including opportunities to access free HAF funded sports during the holidays based at Ryders Hayes School
- Outdoor Adventure Learning: Impact = +4 months e.g. Forest school, Allotment Group, outdoor classroom

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing and Maths
2	Attainment gap in children achieving greater depth particularly in Writing
3	Emotional health and wellbeing (enhanced challenge due to the COVID-19 pandemic)
4	Improve attendance

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>Children will participate in a range of activities, supplementary to the curriculum. This includes regular extra-curricular clubs as well as termly curriculum enrichment to provide a stimulus for learning.</p> <p>Children will have increased ability to access learning independent of additional support.</p> <p>Increased number of children will participate in school sports increased and health and fitness improved.</p>	<p>Enhanced learning opportunities promoted and accessed.</p> <p>Participation in school sports increased and health and fitness improved.</p> <p>Baseline and Assessments show an improvement.</p>
<p>Support provided that enables individuals and groups to better manage their behaviour and emotions.</p>	<p>Staff available for whole classes/group interventions.</p> <p>Very few lessons and learning opportunities are disrupted for all pupils.</p> <p>Wellbeing leader to work closely with pupils and parents</p>
<p>Communication and language skills to progress rapidly on entry and pupil progress and attainment to be at least in line with national.</p> <p>Increased ability to access learning independently of additional support, including those with SEND.</p>	<p>EYFS curriculum targets communication and language</p> <p>Before School, lunchtime and After School Clubs attended.</p> <p>Parents engaged to support their children and increase confidence in basic skills.</p>
<p>Close gap between pupil premium and national outcomes.</p> <p>Pupils' progress and attainment to be at least in line with the national.</p>	<p>Difference between PP and non PP pupils eradicated.</p> <p>School outcomes at KS2 at least in line with national and increased for EYFS and KS1.</p> <p>Expectations of achievement made clear to pupils and parents through termly tracking.</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: £25,889

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist teacher to access CPD (NPQ) on mentoring and coaching others	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified a new member of staff who will take on and develop this role with the middle management structure. High Quality Teaching Education Endowment Foundation EEF	1, 2
Makaton training.	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Quality first teaching for all pupils	EEF tiered approach stated that quality first teaching is a top priority and will have the biggest impact. High Quality Teaching Education Endowment Foundation EEF	1, 2
Educational Psychologist Sessions Assess, Plan, Do, review Surgery	Source: Education Endowment Foundation – Evidence summaries	1,2,3

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

Budgeted cost: £40,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring (first 75% NTP funded)	Small group tuition is defined as one teacher or professional educator working with three pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a	1, 2

44 children to receive 1:1 catch up provision from NTP	<p>separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Teachers have analysed the cohorts and have identified the 44 children.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
Music provision	<p>All PP children have the opportunity to have weekly music lessons in school</p> <p>Music groups available as extracurricular learning afterschool</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3
Breakfast with Fred-phonics intervention	<p>Phonic booster group 'Breakfast with Fred' to support children working towards phonic assessment</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
Purchase of chrome books	<p>Using digital technology to improve learning Education Endowment Foundation EEF</p>	1, 2
11+ Tuition	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2

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

Budgeted cost: £62,514

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing/Pastoral Leader to work with vulnerable families and improve parental engagement</p> <p>Attendance Officer appointed to work ½ day a week to analyse attendance and contact low attenders.</p> <p>Wellbeing/Pastoral Leader to complete First Day Call and support families to raise attendance / punctuality.</p>	<p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. <p>• Dedicated person in the role, who builds a relationship where parents trust them and feels they will listen to</p>	1, 3, 4

	<p>them and provides families with the support they require, leads to improved relationships with school and home lives for the whole family</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	
Wellbeing/Pastoral Leader to support children who are having difficulty accessing learning through behavioural issues, using the Thrive approach to support their management of their own behaviour.	<p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs with measurable outcomes</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>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 4
Clubs	<p>All PP children are entitled to 1 funded club a year or music tuition.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	3
Trips	<p>All PP children are entitled to 1 funded school trip a year</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	3
<ul style="list-style-type: none"> - Monthly tracking and EWW visits where required. - Tracking of families - Termly attendance rewards - Weekly attendance information shared via the newsletters Communication with parents regarding holidays and lessons/minutes lost) Families assisted where required through Pastoral Support in school 	<ul style="list-style-type: none"> -To target traditionally poor attendees to establish positive routines for autumn term -To support vulnerable families where routines have not been maintained during lock down -To educate parents and pupils about the importance of being in school every day for pupils' well-being; learning and rapid progress to close gaps. -To help and reassure families who are anxious about returning to school. <p>The DfE guidance has been informed by engagement with schools that have</p>	1,2,3,4

	significantly reduced levels of absence and persistent absence.	
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Total budgeted cost: £ 128,973

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.

Aim	Outcome
<p>Children will:</p> <ul style="list-style-type: none"> - receive targeted support - Pupil Premium children are tracked across school, effective interventions adapted ensure the children make strong progress - Weekly learning walks in class (and with TA groups) - Pupil conversations - Pupil books - PP standing item for fortnightly phase/year group meetings - Class profiles and intervention ½ termly class lists - Feedback from teachers to highlight misconceptions or 'gaps' in learning quickly addressed through intervention groups. - Phonic booster group 'Breakfast with Fred' to support children working towards phonic assessment - Additional teacher employed to teach targeted groups of children requiring a smaller group or revisiting of concepts. - Misconceptions quickly addressed so children learning is secure. Weekly TA professional development - MITA principles monitored and consistent across school - Evidence collated via ALPs book - Termly data coaching discussions -Ongoing review of Pupil Premium (implementation of external review findings). Provision of extended, tailored support to vulnerable families and children in need to safeguard children and families. -All children will have a folder of Knowledge Mats which they can take home for home learning 	<ul style="list-style-type: none"> -Helping our children to understand how we addressed the gaps in their learning together and helped them to cope with loss of learning; time in school and opportunities - to re-engage as learners. -Made the skills of learning in a school environment explicit to reskill and rebuild their confidence as learners (metacognition) -Upskilled our pupils as independent learners in Personal Study time, so that they can be resilient and continue to learn in the face of local lockdown and remote learning once again. -Space to be – to rediscover themselves and their voice (using our vision for Oracy, additional <i>Talk Time</i> and our Oracy Framework, creating opportunities across the curriculum for reintegration) -Use the expertise of our subject leaders to identify core skills and knowledge which must be learnt, as well as making space for re-teaching and embedding of skills and knowledge lost in Summer Term, identified through expert assessment for learning -Continue to develop and strengthen our partnerships with parents
<p>As a result of the profiles children will:</p> <ul style="list-style-type: none"> - targeted support - Pupil Premium children are tracked across school, effective interventions adapted ensure the children make strong progress - Weekly learning walks in class (and with TA groups) - Pupil conversations - Pupil books - PP standing item for fortnightly phase meetings 	<ul style="list-style-type: none"> -Learning through a mastery curriculum designed specifically for Ryders Hayes' children, with key drivers at the core of all teaching and learning, and ambitious developments in relation to cultural capital; STEM and skills for life. Close the gap between PP and non-PP through catch-up programme in September and 1:1 disadvantaged pupil tutoring.

<ul style="list-style-type: none"> - Class profiles and intervention ½ termly class lists - Feedback from teachers to highlight misconceptions or 'gaps' in learning quickly addressed through intervention groups. - Phonic booster group 'Breakfast with Fred' to support children working towards phonic assessment - Misconceptions quickly addressed so children learning is secure. Weekly TA professional development - MITA principles monitored and consistent across school - Evidence collated via ALPs book - Termly data coaching discussions -Assess and identify gaps in learning due to partial school closure and provide responsive teaching, alongside focused tuition to close the gap and restore lost skills and knowledge. -High expectations throughout the day – making every moment count, across a broad and balanced, high quality, curriculum offer. -Purchase chromebooks for all PP children in KS2 -Responsive daily tutoring, delivered by the class teacher, within the school day, with no increase for teacher workload. -Groupings determined by daily Assessment for Learning (AfL) for maximum agility -Individual catch up for vulnerable children from DfE funding according to individual need – direct instruction with pre- and post-teaching. -Grammar school tuition – more children able to sit entrance exam and be accepted into local grammar schools. 	<p>Free tutoring for 11+ examination for able PP children, so that they have their entitlement to access to grammar-school education if they so chose (again narrowing the gap)</p>
<ul style="list-style-type: none"> - All PP children have the opportunity to have weekly music lessons Year 3 and 5 children achieve Discovery and Explore within Arts Award and are able to demonstrate their growth in understanding and cultural capital. - Children loan an instrument from school. - Local concerts and performances planned – summer fete, performances in school, taking part in local events such as Music for all at Lichfield Cathedral. - Music groups available as extracurricular learning afterschool Analyse feedback from teachers; pupils and parents (pre-post surveys) and children's responses and aspirations for the future, as well as children's understanding of the world of work and the opportunities open to them in 2030. Assess the number of children who are interested in apprenticeships; FE; HEI and furthering their learning beyond school. Children are able to communicate effectively with the visitors in school as a result of the Careers Programme and ask considered and insightful 	<ul style="list-style-type: none"> -Achievement of Arts Award (KS2 - Discover & Explore Level – Individual Pupil Award by Trinity College, London with a cross-curricular focus.) -Using P.E. and our healthy living approach to educate and involve children in creating healthy lifestyle habits and improved mental health. -Embedding of a Primary Careers' Curriculum for all our children, through our work as lead school in Black Country Primary Careers Hub 2030, to raise aspirations and deepen children's understanding of: <ul style="list-style-type: none"> -the soft skills required for the world of work and how to develop them; - challenging stereotyping - career exploration across 8 sectors in the Black Country in 2030, apprenticeship, FE/HEI routes into world of work - broadening horizons (rather than narrowing career choices) -Building ever stronger partnerships with industry, commerce, local agencies, volunteers and

questions (feedback from employer/employee volunteers)	community organisations to bring new experiences, skills and expertise into school.
<ul style="list-style-type: none"> - Monthly tracking and EWW visits where required. - Tracking of families - Termly attendance rewards - Weekly attendance information shared via the newsletters <p>Communication with parents regarding holidays and lessons/minutes lost) Families assisted where required through Pastoral Support in school</p>	<ul style="list-style-type: none"> -To target traditionally poor attendees to establish positive routines for autumn term -To support vulnerable families where routines have not been maintained during lock down -To educate parents and pupils about the importance of being in school every day for pupils' well-being; learning and rapid progress to close gaps. -To help and reassure families who are anxious about returning to school.
<ul style="list-style-type: none"> -To create the best conditions for learning for every pupil (safe; happy; engaged and resilient positive mental health. To build a personalised response to every child who has experienced loss. -Overcome barriers to learning as a result of COVID; dealing with loss of routine; friendship; opportunity and freedom causing anxiety; trauma and bereavement responses. Increase pastoral offer and signpost rapidly to supporting agencies as required. -Provide layered; tailored mental health support for children acting to repair and protect those experiencing more severe symptoms, either as a direct or indirect result of COVID (DV; young carer; attachment; deterioration of adult relationships; economic hardship; vulnerable child) -Reintroduce routine and infrastructure of school day along with behavioural expectations for pupils; parents and staff. -Begin work with our mental health practitioner and pastoral lead to design a bespoke pro-active programme of whole-class sessions; group and individual support for the needs of our whole school community to prevent the need for referrals to CAMHS/adult mental health services. 	<ul style="list-style-type: none"> -Weekly Mindfulness sessions -Coaching and self esteem programmes available via Pastoral lead - All PP children to be appointed a school mentor (member of SLG) to meet with weekly across the year and have as a supporting role model in school - Play therapy available in school through visiting councillor -Bespoke programme for vulnerable children that need to develop their resilience, confidence and self-esteem outdoors. - Early and Knight Ryders before/after school provision (30 hours Pre-school too) available to support families with child care Attendance at Bereavement Support Station and engagement with other support services (feedback from trained staff) Response to small group and individual emotional support – Pastoral Lead. Engagement with Mental Health Practitioner, based in school for 1 ½ days from Autumn half-term to reduce referrals to next tier (CAMHS) through whole class; small group; 1:1 and staff training. All children with COVID-related anxieties able to return to school. Staff confident to deal with low level mental health issues and prevent escalation

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

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?	Funding received was pooled together with the total PP funding allocation
What was the impact of that spending on service pupil premium eligible pupils?	Service children receive the full offer inline with all PP children in school

Further information (optional)

Pupil Premium children will be discussed first at regular progress review meetings, highlighting the need to ensure that our most valuable are being catered for.