

Pupil premium strategy statement – Ryders Hayes School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	460
Proportion (%) of pupil premium eligible pupils	18.6%
Academic year/years that our current pupil premium strategy plan covers	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Jaz Paul
Pupil premium lead	Sarah Willis
Governor / Trustee lead	Connie Beirne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127, 027
Recovery premium funding allocation this academic year	£11,455
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£138,482

Part A: Pupil premium strategy plan

Statement of intent

Intent

Ryders Hayes School is an established and successful primary school. The principles of the UN Convention on the Rights of the Child (CRC) underpin and enhance our school vision and values.

- Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities, or any other status, whatever they think or say, whatever their family background.
- Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 29 (goals of education) Education must develop every child's personality, talents, and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

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.
- Increase opportunities to understand and develop the essential skills for the works of work and wider the children's horizons

We have invested in a range of actions and interventions to ensure our PP provision is carefully planned to elicit improved outcomes for disadvantaged children and to narrow any attainment gaps between contrasting groups. 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:

- Reading Comprehension Strategies: Impact = +6 months
- Collaborative Learning: Impact = +5 months e.g. Stem Club
- Oral Language Interventions: Impact = +5 months e.g. Time to Talk 4 Pupil, Wellcom, EYFS Oracy Programme with Billesley Research School.
- Phonics: Impact = +4 months e.g. Phonics Booster (1:1/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
- Arts Participation: Impact 3months+ e.g Arts Award, Hippodrome Education Network Programme, Peripatetic instrument sessions.

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 (including achieving greater depth) and Maths
2	Emotional health and wellbeing (enhanced challenge due to the COVID-19 pandemic)
3	Greater number of children with communication and language gaps joining EYFS
4	Improve attendance (due the impact of the COVID-19 pandemic)

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
1. Close gap between pupil premium and national outcomes. Pupils' progress and attainment to be at least in line with the national.	Difference between PP and non PP pupils eradicated. School outcomes at KS2 at least in line with national and increased for EYFS and KS1. Expectations of achievement made clear to pupils and parents through termly tracking.
2. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
3. Early identification of additional language & communication needs to action best provision. Improvement in pupil's ability to listen to and understand instructions. Wellcom Screening to implement oral language interventions. Speech & Language based interventions 1:1/small group	Improved oral language and communication skills for all PP pupils. EYFS curriculum targets communication and language Before School, lunchtime and After School Clubs attended. Parents are engaged to support their children and increase confidence in basic skills.
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from demonstrated by:

	<ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4% and there will be a reduced gap in attendance for our disadvantaged pupils. • The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.
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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: £31000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist teachers to access CPD (NPQ) on mentoring and coaching others	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>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.</p> <p>High Quality Teaching Education Endowment Foundation EEF</p>	1
<p>Oracy developed across the school.</p> <p>Designated oracy leader (including training), speech and language specialist</p>	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf</p> <p>Teaching by Listening: The Importance of Adult-Child Conversations to Language Development</p> <p>Frederick J. Zimmerman, Jill Gilkerson, Jeffrey A. Richards, Dimitri A. Christakis, Dongxin Xu, Sharmistha Gray and Umit Yapanel</p>	3

	<p>Early Excellence – ‘Navigating a sea of Talk’ https://earlyexcellence.com/latest-news/press-articles/navigating-the-sea-of-talk/</p> <p>Professor Julie Fisher – ‘interacting or interfering’ https://www.mheducation.co.uk/interacting-or-interfering-improving-interactions-in-the-early-years-9780335262564-emea-group</p> <p>Changing educational practice in the early years through practitioner-led action research: an Adult-Child Interaction Project</p> <p>IMPROVING LITERACY. Supporting oral language development. EEF</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 Deepening knowledge through vocabulary training: https://impact.chartered.college/article/beck-deepening-knowledge-through-vocabulary-learning/</p> <p>Accountable talk (Resnick) https://www.researchgate.net/publication/324830361_Accountable_Talk_Instructional_dialogue_that_builds_the_mind</p> <p>Collaborative learning https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</p> <p>Oral language assessment tools to consider: https://ro.ecu.edu.au/cgi/viewcontent.cgi?article=8127&context=ecuworks https://www.lexialearning.com/resources/white-papers/oral-language https://www.tandfonline.com/doi/abs/10.1080/00405849709543771?journalCode=htip20</p>	
Quality first teaching for all pupils	<p>EEF tiered approach stated that quality first teaching is a top priority and will have the biggest impact.</p> <p>High Quality Teaching Education Endowment Foundation EEF</p>	1
Educational Psychologist Sessions Assess, Plan, Do, review Surgery	<p>Source: Education Endowment Foundation – Evidence summaries</p>	3

Wellbeing and mental health-Stormbreak programme	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk) <p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health improved pupil attainment (Banerjee et al., 2014)</p> <p>Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)</p>	2
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 36300

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>	2
11+ Tuition	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1

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

Budgeted cost: £ 71183

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</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; 	2, 4

<p>week to analyse attendance and contact low attenders. Wellbeing/Pastoral Leader to complete First Day Call and support families to raise attendance / punctuality.</p>	<ul style="list-style-type: none"> • 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. • Dedicated person in the role, who builds a relationship where parents trust them and feels they will listen to them and provides families with the support they require, leads to improved relationships with school and home lives for the whole family <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	
<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>	<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>	<p>1, 2, 3, 4</p>
<p>Clubs</p>	<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>	<p>2</p>
<p>Trips/Residentials</p>	<p>All PP children are entitled to 1 funded school trip a year</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>HAF</p>	<p>All PP children are entitled to attend the HAF programme each term</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>

<ul style="list-style-type: none"> - Monthly tracking and EWO 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 significantly reduced levels of absence and persistent absence.</p>	2,4
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Total budgeted cost: £138,482

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Close gap between pupil premium and national outcomes. Pupils' progress and attainment to be at least in line with the national.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE has shared our school's 2023 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

End of Year Assessment - Results 2022/23

EYFS	2023 v National (22)
2022/23	81% (75% PP) v 65%

	2023 v National (22)
KS1 Year 1 Phonics	83% (90% PP) v 75%
Year 2 retake (14 children)	85% v 87%

KS1 (Yr2)	RH EXS (23) v Nat (21)	RH GDS (23) v Nat (19)
Reading	79% (72% PP) v 67%	24% (11% PP) v 25%
Writing	65% (50% PP) v 58%	10% (0% PP) v 15%
Maths	79% (72% PP) v 68%	26% (6% PP) v 22%

KS2 (Yr6 Total-60 PP -14)	RH EXS (23) v Nat (23)	RH GDS (23) v Nat (23)
Reading	82% (64% PP) v 74%	25% (7% PP) v 28%
Writing	89% (86% PP) v 69%	28% (7% PP) v 20 (2019)
Maths	89% (86% PP) v 71%	26% (7% PP) v 22%
EGPS	84% (79% PP) v 72%	16% (0% PP) v 28%
RWM	75% (50% PP) v 59%	10%

- Disadvantaged pupils in all subjects have achieved higher than national averages for reaching the expected standard in Writing, Maths and EGPS.
- In Reading, disadvantaged pupils have achieved lower than national average.
- A higher percentage of disadvantaged pupils in Year 1 passed the phonics check assessment than other pupils, both in the school and nationally.
- We will continue to provide opportunities for disadvantaged pupils to aim for GDS levels across all subjects, where appropriate, by providing intervention as needed.
- National Tutoring Programme - 9/14 (64%) PP Y6 children accessed additional tutoring through NTP. Out of these 9, 7 children (78%) achieved the expected standard in either Reading, Maths or EGPS due to the additional support provided.

2. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Comprehensive PSHE/RSE bespoke programme implemented by staff, including Mental Health first aiders.

- Increased pupil self-esteem through the use of Stormbreak.
- Weekly Mindfulness sessions -Coaching and self esteem programmes available via Pastoral lead.
- 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.
- Staff confident to deal with low level mental health issues and prevent escalation with referrals into Reflexions made where necessary.

3. Greater number of children with communication and language gaps joining EYFS

- Wellcomm delivered by trained staff
- Oracy trained staff (led by Oracy Leader)
- RWI phonics training received by all members of staff. Children from Nursery to Year 6 receive daily phonics lessons or interventions as required.
- Stronger Practice Hub developed with other EYFS settings to improve outcomes in the areas of development that research has informed us has been most impacted by Covid-19: personal, social and emotional development (PSED); communication and language and early literacy and maths.

4.To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

- Tracked traditionally poor attendees to establish positive routines
- Offered support 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.
- Reassuring families who are anxious about returning to school.
- Education Welfare Officer to visit families as necessary.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
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Read Write Inc	Ruth Miskin Training
White Rose Maths	White Rose Hub

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
Funding received was pooled together with the total PP funding allocation
The impact of that spending on service pupil premium eligible pupils
Service children receive the full offer inline with all PP children in school