

Pupil premium strategy statement

Studlands Rise First School



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	Studlands Rise First School
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	7.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs B Holmes and Mrs S Maguire
Pupil premium lead	Mrs B Holmes and Mrs S Maguire
Governor / Trustee lead	Mr Jamie Weatherhead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 17, 765
Recovery premium funding allocation this academic year	£ 2,000
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	£19, 675

Part A: Pupil premium strategy plan

Statement of intent

At Studlands Rise First School, we strongly believe that every child should be provided with the support and guidance that they need to be the best that they can be. Our School Vision, means we prioritise support for all; in relation to Pupil Premium pupils, this means we will work to ensure they can achieve their potential, regardless of any barriers they have.

The support that we provide to pupils is based on an equity model, where we accept that some children may need a highly personalised offer in order to fulfil their potential.

We want every child to be able to access a full and engaging curriculum regardless of their social, economic, cultural and academic backgrounds. Our aim is to ensure that every child is supported through early identification, quality provision and resources to allow them to make progress and achieve good learning outcomes. For children to progress academically they need to feel safe and valued. They not only need a curriculum that is based on prior learning and needs, but underpinned by the right learning behaviours and attitudes so that they can become independent learners able to work and learn alongside others. These fundamental principles underpin our provision planning and Pupil Premium allocation.

Challenges

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

Challenge number	Detail of challenge
1	Catch-up, Levels of engagement in remote/in school education although on the whole good, were varied during the pandemic and there was missed schooling. As a result, there are some pupils who need to catch-up, so that they are working at age-related expectations.
2	Multiple barriers to learning. Some disadvantaged pupils also have a SEND, or P/LAC or CIN need.
3	Social, Emotional and Mental Health needs impacting on pupils' readiness to learn, resilience and self-esteem.
4	Increasing numbers of pupils entering school with delayed or poor oral language and communication skills which impacts on the children's ability to access the curriculum.

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
To continue to raise levels of attainment and progress and address any gaps in learning so that attainment for pupils eligible for PPG funding is closer or equal to that for other pupils and closer to the national expectation	Data, monitoring and formative assessment show that disadvantaged pupils across the school have improved attainment and through quality support and targeted provision gaps in learning are being addressed (specific focus on maths and literacy)
Opportunities given to support and target SEMH and SEND barriers to learning through personalised enrichment programs and targeted support	<p>Through working closely with pupils, families and professionals, children's needs are identified, supported and addressed through assessment, provision and resources that enable them to make accelerated progress and increased resilience and engagement in their learning</p> <p>Learning walks and discussions with pupils/parents/staff indicate that pupils come to school ready to learn. They demonstrate high levels of resilience and positive behaviours for learning.</p> <p>Attendance is above 97% for disadvantaged pupils.</p> <p>Internal/external data shows that disadvantaged pupils attain as highly as non-disadvantaged pupils in reading, writing and maths.</p>
Gaps in oral language and communication skills are rapidly closed in EYFS so that disadvantaged pupils are well prepared for future learning.	<p>Disadvantaged pupils who have weaknesses in their language and communication skills, catch up with their peers by the end of reception. Where this not possible, the gap is significantly reduced.</p> <p>Data and discussions with pupils show that pupils make rapid progress in the development of their language skills.</p>
All children are provided with equal opportunities to access the curriculum both in class, remotely and through the enrichment opportunities provided	Regardless of socio-economic factors, all pupils will have accessed the full and wider curriculum so that they are able to feel valued and supported and in a position to show their full abilities, interests and talents.

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: £6, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first-wave teaching is always good or better</p> <p>Ensure that every member of staff has the highest expectation for all disadvantaged pupils and a relentless focus on improving their attainment through engagement in lessons.</p> <p>Increased staffing in some classes and lessons to ensure that support is available where it is needed.</p>	<p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium.</i></p> <p><i>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</i></p> <p>The high expectations of staff will ensure that children’s learning is not capped and that there is challenge and extension for all</p> <p>A higher level of adult support in some classes to meet the need of higher disadvantage and to mitigate the impact of need will ensure that all pupils make progress.</p> <p>Eg allows prompt and targeted feedback to be given addressing misconceptions and refocusing as necessary</p> <p><i>Feedback redirects or refocuses the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student’s management of their learning or self-regulation – EEF Feedback - + 6months</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1, 2, 3</p>
<p>Numeracy Lead promotes numeracy provides staff CPD and monitors and supports numeracy interventions.</p> <p>Second year attendance to the Maths Mastery Hub to support with the further development of maths fluency and mastery across the school</p>	<p><i>Numeracy is a key determiner for academic success and financial competency in adult life.</i></p> <p><i>See EEF research guidance report: ‘Improving Mathematics in the Early Years and Key Stage 1’ published January 2020</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>The consistent approach used across the school will enable pupils to maintain progress and build on prior learning</p> <p>Mastering maths means pupils acquiring a deep, long term, secure and adaptable understanding of the subject.</p>	<p>1,2</p>

	Fluency sessions used across the school enable pupils to make explicit links between what they are learning / have learned in class and the concepts being rehearsed in the fluency sessions.	
Purchasing quality resources that support with assessment, teaching and delivery of the curriculum to allow access for all Focus on reading	<p><i>EEF Toolkit</i></p> <p><i>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</i></p> <p><i>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</i></p> <p><i>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>The school will ensure that children across the school have access to materials and resources that allow their difficulties to be addressed and that they are able to make progress in line with their peers.</p>	1, 2

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

Budgeted cost: £ 8, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To plan specific interventions to meet the needs of pupils and enable greater levels of progress.</p> <p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention.</p>	<p><i>Small group tuition teaching strategy from the EEF teacher toolkit. “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.”</i></p> <p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support ‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable.’</p>	1,2,3

<p>Focused phonics support to enable pupils to acquire the key skills needed to make progress in reading and writing</p>	<p>Catch up programmes will be run to understand the barriers to reading, spelling and numeracy.</p> <p>To ensure that every member of support staff is sufficiently trained to offer targeted, well matched support to each child's needs.</p> <p>Typically, disadvantaged pupils receive similar or slightly greater benefit from phonics interventions and approaches due to the explicit nature and intensive support. It will improve decoding skills for pupils who have experienced barriers to learning such as not developing phonological awareness at the same rate of others due to having less exposure to books and the spoken word at home.</p> <p>Phonic approaches are very effective in supporting early readers to master the basics of reading. It is more successful when embedded in a literacy rich environment. Early readers will have phonic related books to ensure that they are developing word recognition and phonemes/ graphemes are matched appropriately.</p> <p><i>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.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>In Early Years, to ensure that each child is provided with a language-rich environment, with clear tracking and support for speech and communication skills development.</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. A language rich environment is key to develop children's interests and ideas. Children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p>	4
<p>To provide a dedicated Speech and Language support within the school to ensure that within the Early Years and KS1 disadvantaged children with underdeveloped language receive targeted intervention to accelerate progress</p>	<p>Data has shown that children are entering school with speech delay and this is in turn impacting on their ability to progress across other areas of the curriculum and impacting directly on their social, emotional development</p> <p><i>EEF findings;</i></p> <p><i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p><i>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</i></p>	4

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

Budgeted cost: £ 6, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school approach to ensuring a positive ethos and promoting well-being.</p> <p>To provide therapeutic support for identified pupils (theraplay, music and drama therapy sessions)</p>	<p>Whole school PSHE program (Jigsaw) and Herts Steps behaviour program supports positive behaviour, good engagement with learning and children’s ability to interact socially.</p> <p><i>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</i></p> <p><i>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>From discussion with pupils and families the school has identified pupils that need additional social emotional support to enable them to maintain engagement, focus and progress</p> <p><i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p> <p><i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i></p> <p><i>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Social and Emotional Learning = +4 months</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2,3</p>
<p>To ensure that disadvantage is not a barrier to pupils accessing the wider curriculum offer, for example through music lessons or access to clubs.</p>	<p>School will support the access for PP pupils to music tuition and access to the grant schemes through Herts Music Service Music Lead to monitor the number of pupils taking up the offer.</p> <p>To provide resources at home to ensure that all have access to stationary.</p> <p>To provide a loan Chromebook to ensure lack of access to technology is not a barrier.</p> <p>Funds available to ensure that, where disadvantaged pupils are unable to contribute towards an activity, it is still able to take place.</p>	<p>1,2,3</p>

<p>To ensure that disadvantage is not a barrier to pupils feeling valued members of our school.</p>	<p>Signpost to outside agencies for family or individual support</p> <p>EEF toolkit on Arts Participation =+ 3 months <i>Improved outcomes have been identified in English, mathematics and science.</i></p> <p><i>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>To provide financial support to families that need wrap around care before and after school and during the school holidays</p>	<p>All pupils need to have access to a full and balanced curriculum to enable them to make progress, feel valued through maintained self-confidence and self-esteem</p> <p>This has been useful in supporting families to improve punctuality and attendance and also where there are mental health and safeguarding concerns.</p> <p><i>Using Pupil Premium - Guidance for School Leaders DfE</i></p> <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#developing-and-delivering-an-effective-strategy</p>	<p>1,2,3</p>

Total budgeted cost: £ 20,000

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.

- **To provide emotional and mental health support for pupils with PP and other pupils at risk.**
- **To support children with their emotional wellbeing so that they are able to learn and make progress**
- **To provide a play therapist to address identified emotional/social need and provide a program of support**

Targeted approaches have been used to support children with identified emotional and social needs

Through key strategies and professional involvement, children have been supported to manage their emotional needs and as a result they have been able to access the curriculum and engage more fully in school life.

During lockdown emotional support was provided for those children not in school through phone calls, emails and Zoom calls.

Due to Covid-19 pandemic, the appointment of a FSW has been deferred and support was provided through support in school and through on going engagement with external professionals. This year external support has included work by a music therapist as well as a play therapist.

An experienced TA was deployed during the year to provide 1:1 support throughout the week for identified pupils (academic and pastoral support). This included focused support for children that needed emotional and behavioural support.

The focus this year has been to provide financial support to families needing child care during the holidays and to provide funding for accessing

- **To allow all pupils equal access to all learning experiences and enrichment opportunities**
- **To enable all pupils to access first hand learning experiences and enrichment opportunities**
- **To meet identified needs following discussion with families and provide financial support where necessary**
- **To subsidise school trips, football club, swimming lessons and outdoor/ adventurous residential, music lessons**

All children have equal access to opportunities and are able to enjoy a rich and varied curriculum and extra-curricular activities (term time and during the holidays)

Additional resources were purchased to support with remote learning such as learning packs.

The focus this year has been to provide financial support to families needing child care during the holidays and to provide funding for accessing holiday activities for enrichment.

- **To provide targeted out of class learning support (Maths and Literacy)**

To enhance provision and learning for all through quality teaching

To address identified barriers in learning to allow children to make expected or better progress

Staff development and training (DAN, LIFT OFF, MAGIC SPELLS, Speech and Language, Back on Track)

Timetabled interventions (1:1)

To provide quality resources to support all areas of learning and teaching so that children develop their learning resilience and independence

A clear timetable of interventions has enabled key pupils to make progress in their maths and literacy from their individual starting points.

Interventions have addressed identified gaps in learning in maths and literacy and additional adult support or input has been provided for pupils in Reception to Year 4

Magic spells following training and implementation last year has been used to support with identified gaps in literacy and has been used to support children in Year 2, 3 and 4. The program continues to focus on developing the children's ability to read and write through onset and rime. This multisensory programme develops pupil's ability to use their phonics through rime chunks which supports weaker memory. It teaches pupils to apply phonic strategies to reading and spelling and focuses on developing reading fluency.

The Back on Track materials and additional support given have also allowed the children to address gaps within their learning resulting from the disruption created by Covid 19.

'Back on Track' (created by Herts for Learning) has allowed the school to restructure its curriculum to create a clear learning pathway to address the needs of pupils.

The school currently has 11 children on the school's register (2020 – 2021) who are identified as pupil premium

Of this 11 children, 64% are also on the school SEND register.

This year the school adopted the Herts for Learning 'Easy Tracker' assessment tool to monitor attainment and progress. The tool identified children working at expected attainment for their group, those working towards this expected range and also those children working above. All assessment and data was based on the curriculum taught within school. To support with provision, curriculum planning and identified need a range of strategies were adopted such as observations, pupil voice and feedback, content review, questioning to assess, support and extend learning and where needed the support and expertise of external, specialist advisors.

The impact has been positive with all focus children at least sustaining the level at which they were working in relation to the curriculum taught at the start of the year.

The children's reading has remained a focus this year and additional reading resources have been purchased matched to ability and need. The focus this year continues to be on purchasing books that are decodable and allow the children to have their reading appropriately 'scaffolded' and assessed. Following on from the materials purchased last year for KS1 and KS2, the school has bought a range of reading books for Early Years to support with the aims of the new EYFS curriculum. This has included buying a range of Read, Write Inc. books that directly support the children's learning in phonics.

Additional maths resources were also purchased to supplement the class maths boxes so that children could access quality concrete materials to support and demonstrate their mathematical understanding

Resources were also purchased for the children in Year 1 to support and enhance provision. This has included additional resources to allow for greater use of the outside area to allow for effective teaching and learning to take place which has helped address and improve the children's engagement and

progress. This has included the purchasing of additional furniture which has enhanced the learning environment and given vulnerable pupils the space to access defined quiet spaces to support their learning and that of others within the setting.

- **To develop and maintain parental engagement**

To improve parental engagement and support for learning across our school community by sharing curriculum news and celebrating personal achievements

99% of parents are signed up to Marvellous Me. This has been an increase on last year's percentage of 97%

Marvellous me enables parents to hear positive news about learning and behaviour. Through their subscription parents are able to hear about the day to day learning of their child(ren) as well as being kept informed and reminded of key information e.g. resources needed etc.

The children's achievements are also celebrated directly with parents.

Parents continue to provide anecdotal feedback and find the immediacy and accessibility of the app a clear benefit to allow them to have awareness of their child's learning and the curriculum being covered in within the school.

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
	N/A
	N/A