

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Rufforth Primary School
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	11.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	29 th November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Miss Jill Richards
Pupil premium lead	Mrs Kirsty Cobb
Governor / Trustee lead	Mr Rich Keeling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,010.00
Recovery premium funding allocation this academic year	£ 2000
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	£15,010.00

Part A: Pupil premium strategy plan

Statement of intent

At Rufforth Primary we use the Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, well-rounded and socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally
- Ensure all pupils are able to read fluently and demonstrate good comprehension to enable them to access the breadth of the curriculum
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

- Of the children that are eligible for Pupil Premium Funding, 58% of them are also on the SEN register.
- Of the children that are eligible for Pupil Premium Funding, 8% of them are also on the EAL register.
- 11.7% of pupils are eligible for Pupil Premium Funding in comparison to the national average of 23%.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group or 1:1 booster or intervention work.
- Target funding to ensure that all pupils have access to visits, residential trips, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching and learning meets the needs of all pupils through assessment and pupil progress meetings. Class teachers will identify and plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading, writing, maths and phonics.
2	Access to wider opportunities.
3	Communication and interaction needs.
4	Social, emotional and mental health needs.

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
Progress in Reading	All PPG pupils to be at EXS or above based by the end of KS2
Progress in Writing	All PPG pupils to be at EXS or above based by the end of KS2
Progress in Maths	All PPG pupils to be at EXS or above based by the end of KS2
Phonics attainment	Achieve above the national average expected standard in the phonics screening check.

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: £2750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school phonics training	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally. Gaps are narrowed.	1
Maths lead and Head teacher to join White Rose Hub (Developing mastery)	Improved teaching and learning throughout school	1
Cover supervisor time to release curriculum leaders	Accessing CPD opportunities and allowing time for monitoring and the development of core subjects allows leaders to embed strong teaching and learning throughout school.	1

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

Budgeted cost: £9250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia Core 5 Reading	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally in reading. Gaps are narrowed.	1
Precision Teaching 1:1	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally in phonics and spelling. Gaps are narrowed.	1
Socially Speaking intervention	Pupils are safe and are confident in interacting socially.	1, 3, 4

	They can manage their emotions effectively. Confidence in class has a positive effect on learning behaviours in class.	
General core subject booster interventions based on teachers' assessment for learning	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally in reading, writing and maths. Gaps are narrowed.	1
Renewal of iPad lease and maintenance of Chromebooks	All children have access to electronic devices to enhance learning opportunities across the curriculum.	1

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

Budgeted cost: £3010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised visits / enrichment opportunities	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	2
Open mornings/afternoons, coffee mornings, "seeing is believing" sessions for core subjects, sharing assemblies	Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home Positive parental engagement can support pupil progress. Confidence building for S&L	1
Breakfast Club	All pupils have a settled start to the school day. No pupil starts the day hungry.	4
Forest Schools	Children who are given opportunities to experience an alternative learning environment with gain confidence, independence and maintain good wellbeing.	1, 2, 3, 4

Total budgeted cost: £15,010

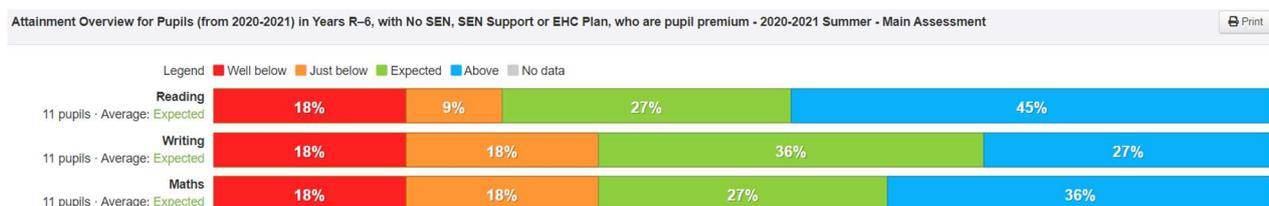
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

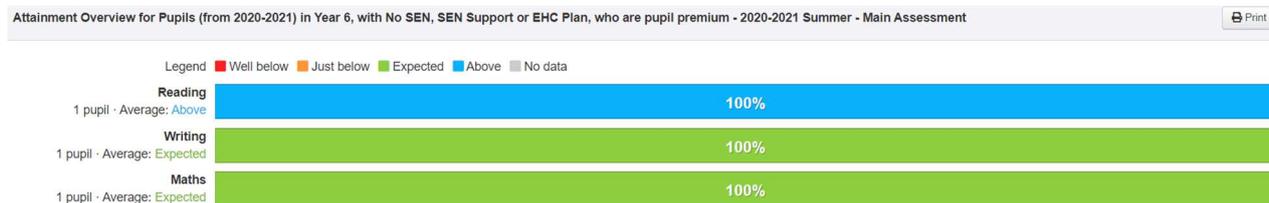
Priority 1: All PPG pupils to be at EXS or above based on moderated teacher assessment

Please see the end of year data below for children in receipt of pupil premium funding:-



Please note that all children working “well below” or “just below” were also on our SEN register.

Priority 2: Year 6 pupil to gain positive progress from KS1 to 2 in all core subjects.



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
TT Rockstars Maths Circle Ltd	TT Rockstars Maths Circle Ltd
Numbots	Maths Circle Ltd
Lexia Core 5 Reading	Lexia Learning
Spelling Shed	EdShed

Further information (optional)

Use of Sports Premium funding to offer sporting clubs to pupils.