



Pupil premium strategy statement – Rydon Primary School

This statement details Rydon Primary School's use of pupil premium (and recovery premium for the 2023 to 2024 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	Rydon Primary School
Number of pupils in school	394
Proportion (%) of pupil premium eligible pupils	(66)17%
Academic year/years that our current pupil premium strategy plan covers	2024/25- 2027/28
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Catherine Willcocks (Headteacher)
Pupil premium lead	Carole Welsh
Link Governor	Rupert Greeves

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,920
Pupil premium funding carried forward from previous year	£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	£ 79,920

Part A: Pupil premium strategy plan

Statement of intent

Our objectives for our disadvantaged pupils:

The progress of our disadvantaged pupils should equal or exceed the progress of those who are not disadvantaged, especially in the core subjects of English and mathematics. They should be equipped, both academically and pastorally, to make good progress at secondary school and in later life.

Our current pupil premium strategy plan focuses on the following academic and pastoral goals:

- enhancing the quality of early years provision, especially developing children's oral language, including their vocabulary
- ensuring high-quality English and mathematics teaching in all year groups through continuing professional development, monitoring and evaluation
- using in-depth early assessment to identify any pupils who are struggling academically and then plan strategically to provide targeted support and focused intervention
- identifying and responding to pupils' social, emotional and mental health (SEMH) needs (through whole school pastoral support) to improve their attitudes to learning and their resilience
- engaging with families to support their children's learning at home and improve their well-being
- improving pupils' attendance, punctuality and readiness to learn.

Our strategy plan is based on the following key principles:

- The plan is a key tool for improving outcomes for our disadvantaged pupils.
- It is aligned with and integral to other school plans and processes. It forms part of the school's wider planning and staff are familiar with it.
- Working to improve provision for our disadvantaged pupils should also improve provision for the wider school community, including for pupils who are not eligible for the Pupil Premium but whose needs are similar.
- Professional development of different types forms an important strand of this work.
- This three-year plan can be adjusted in the light of evidence, including our own evaluation of what has worked (or not) in previous years.
- Regular reviews and scrutiny of data are seen as essential in evaluating the extent to which the plan is on track to meet its three-year objectives.
- We aim to provide value for money in terms of using our pupil premium funding efficiently and effectively to benefit our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Many PP children have weak oral language skills on entry, including limited vocabulary, affecting their spoken language, comprehension and then later their writing.
2	Covid-19 lockdowns negatively affected KS2 PP children's knowledge and skills in English and mathematics (lost learning) and for some children this exacerbated their existing difficulties.
3	For some PP children, their social, emotional and mental health (SEMH) needs can negatively affect their learning for differing reasons. Consequently, some PP children lack resilience for learning.
4	There is a lower proportion of PP children participating in extra-curricular provision/activities .
5	Lack of parental support , for different reasons, and their lack of experience/knowledge about how to provide such support for their children are barriers to the progress of some PP children.
6	Poor attendance and punctuality are barriers for some PP children.

Intended outcomes

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
Disadvantaged pupils make accelerated progress to ensure that the attainment gap is minimized and that pupils meet or exceed their targets.	End of summer 2024 and 2025 data will show that all disadvantaged pupils have met or exceeded their targeted outcomes and that there is clarity around reasons for/against progress.
To ensure pupils who have 'fallen behind' receive targeted high-quality intervention to support access to the curriculum at the point of need.	Analysis of interventions and planning will show that interventions are well considered and enable accessibility for all children. Assessments, books and pupil voice will be used to capture the positive impact on the disadvantaged children's learning.
Those pupils and families with identified social, emotional or health needs are identified early and are well supported and signposted to avenues for support.	EH Co-ordinator, SEND Co-ordinator, Deputy Head and Head teacher identify and support families and children and work to alleviate barriers to learning. Early help opens avenues to external support for key families. Identified children are invited to nurture sessions such as: Fun-fit, Lego therapy, Timid to Tiger and Place2Be sessions where available. Supporting the funding of trips, residentials and learning equipment is available when supported by SLT. Facilitating access to enrichment opportunities and IT equipment is recognised by all staff at the point of need.
Pupils have a wide breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum which enables all pupils to know and remember more.	The ESW curriculum at Rydon will provide pupils with exciting, varied and knowledge rich learning opportunities. A love of reading is fostered through targeting pupil premium pupils for 1:1 intervention and they will be given opportunities to read for both information and pleasure. Pupil questionnaires and pupil conferencing will embrace the views of PP pupils and will show that pupils know and remember more and that they enjoy learning and are enthused to learn more. We endeavor to instill a love of learning in all children. Teachers will plan and deliver all elements of the enhanced curriculum offer: targeting disadvantaged pupils through offering wide opportunities and adapted learning opportunities. Children will be exposed to a wide range of enriching social, cultural and sporting experiences during the school day and through attendance at school clubs. The 11 by 11 offer will ensure inclusivity for all. Leaders in the school will champion a group of PP students each and ensure that they are supported in belonging to the school community through attending extra-curricular opportunities.
Pupils will achieve and sustain improved attendance/persistent absence targets, particularly our disadvantaged pupils.	Disadvantaged pupil data will narrow and strategies employed to catch up with 'non-disadvantaged' pupils (Aim for all 96+%). Monitoring of attendance by administrator/deputy head will highlight progress and areas for intervention. The outcome of the interventions will be reported to the Headteacher in a timely way. Leaders in the school will champion a group of PP students each and ensure that they are supported in belonging to the school community through positive relationships around attendance.

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 Budgeted cost: £ 26,440

Activity	Evidence that supports this approach	Challenge addressed
Head teacher to work with staff to run a whole school coaching programme for teachers and teaching assistants. Teachers to engage in cycles of instructional coaching. Rydon Routines established and deliberate practice PD. Head/ senior leaders to improve/ enhance the teaching and learning across the curriculum.	https://files.eric.ed.gov/fulltext/ED591448.pdf https://steplab.co/ Teaching and Learning Toolkit EEF	1,2
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be monitored. Allocation of funds for Phonics, reading, writing and math initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.	High quality teaching and learning: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf	1,2
Training for new EYFS/KS1 staff to deliver Language Link/Speech and Language	EEF – Oral Language Interventions	1
1:1/2 coaching for teaching cohorts requiring enhanced progress.	Strand 8 Professional Behaviours	1,2

Targeted academic support Budgeted cost: £ 27,520

Activity	Evidence that supports this approach	Challenge addressed
1:1/3 tuition to be carried out by experienced teachers or qualified TAs.	Provision of QFT, mastery curriculum and effective challenge for children identified as needing to 'catch-up': https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,5
Targeted in class support for pupils to access a high-quality curriculum.	https://d2tic4wv01iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	1,2
Targeted academic support – small group intervention at least 2 x a week.	2. Targeted academic support EEF	1,2,3,5
1:1 phonics tutoring Teachers prioritise pre-teaching for most disadvantaged pupils	One to one tuition EEF	1,2
1:1 fluency intervention	Improving Literacy in Key Stage 2 EEF	2
SENCO/Teachers to plan targeted support plans for individual PP pupils delivered by support staff.	EEF Blog: Assess, adjust, adapt – what does adaptive teaching... EEF	1,2,3,
Coaching of teachers for planning and teaching	https://steplab.co/ https://files.eric.ed.gov/fulltext/ED591448.pdf	1,2

Wider strategies Budgeted cost: £ 25,960

Activity	Evidence that supports this approach	Challenge addressed
Nurture and support for identified pupils to engage with learning in class and support for lunch/ break and wrap around care sessions.	https://www.nurtureuk.org/reports/the-eef-toolkit-and-nurture-groups/	3,4
Behaviour profile training and application	Behaviour interventions EEF Self-regulation strategies EEF	3,5
DSL, EH coordinator / SENCo, Deputy and Headteacher identify and support families and children and work to alleviate barriers to learning/opportunities.	Parental engagement EEF	3,4,5,6
All children in school to be given the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.	Rydon Primary School 	3,4,5
Attendance lead to ensure that parents are made aware of expected attendance levels when they fall below 90% in partnership with AIO. Deployment of staff to support families to improve attendance and eradicate persistent absenteeism Increased rewards for improving and good attendance.	Working together to improve school attendance (applies from 19 August 2024)	3,5,6
Financial support provided for pupils to attend visits and residentials Free attendance for morning, homework and after school clubs.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf	3,4,5,6

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 2023-2024 academic year.

Area of focus	Evidence used to consider impact	Findings related to our pupil premium pupils
Outcomes/interventions	<ul style="list-style-type: none"> The EYFSP at the end of the EYFS curriculum Teacher assessments of writing using end of year writing expectations and internal moderation Standardised tests of: <ul style="list-style-type: none"> Phonics Screening Check Year 2 non stat SATS NFER assessments for Y3 - 5 Year 4 MTC Year 6 SATs IEPs and provision planning Planning for lessons across all subjects and cohorts Book monitoring/moderation Coaching for teachers 	<p>PP pupils showed gaps in their phonological awareness due to less home capacity to keep up with pace and due to parent knowledge. This was supported by communication and parent meetings.</p> <p>Data shows that there continues to be a gap in most year groups between the PP pupils and non-PP pupils.</p> <p>Interventions and planning has this data at the forefront in its design and delivery.</p> <p>STEPLAB coaching has enhanced the planning/teaching for PP children seen in lesson observation feedbacks, planning documentation and pupil learning/voice evidence.</p>
Attendance	<p>Weekly attendance analysis – all groups and specifically for disadvantaged pupils.</p> <p>Meeting notes (Early Help/TAFs/early phone calls home/Parent consultations)</p>	<p>Some disadvantaged pupils in KS2 continue to require more pastoral support with their physical and mental health as well as their engagement with school attendance.</p> <p>Attendance of PP pupils is not as positive as those who are non-PP. Tight adherence to the policy and a tightening of procedures as well as relational approaches is starting to show impact.</p> <p>There continue to be a small group of families whom require additional interventions. The school works with the AIO closely and can demonstrate thorough and on-going work to support families.</p>
Extra-curricular engagement	<p>Club lists monitoring of pupils attending.</p> <p>Pupil voice.</p>	<p>The deputy head has had an oversight of how many children have accessed opportunities and has new strategies in place for the next academic year to improve this number. Spaces have been held for PP pupils during the year.</p> <p>The 11 by11 initiative at Rydon has meant that there are 11 areas which promote opportunities for all, free or subsidized, so that ALL children have opportunities for engagement. Children are proud of their badges they receive to show their engagement and our social media/communication celebrates this. Our Parent Association has also committed to support this further next year.</p>

Externally provided programmes

Programme	Provider
Times Tables SPARX	SPARX
White Rose Maths	White Rose
NFER assessments	NFER
Red Write Inc.	Ruth Miskin Literacy
Tapestry	The Foundation Stage Forum Ltd
Instructional coaching	STEPLAB

Service pupil premium funding 5 service children Total: £1700

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>All service children received targeted phonics/reading support and any catch-up learning required.</p> <p>Service children were invited to homework club when appropriate.</p> <p>Service children benefitted from Nurture support when needed through Early Help.</p>