

FEDERATION OF BECKWITHSHAW, KETTLESING & RIPLEY ENDOWED C OF E PRIMARY SCHOOLS

PUPIL PREMIUM STRATEGY 2022/23



Executive Headteachers:

Miss Victoria Kirkman & Mrs Rebecca Foy

Chair of Governors: Mr Robert Ling

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Ripley Endowed CE Primary School
Number of pupils in school	34
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Miss Victoria Kirkman, Executive Headteacher
Pupil premium lead	Miss Victoria Kirkman, Executive Headteacher
Governor / Trustee lead	Mr Robert Ling, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,695
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	£11,695

Part A: Pupil premium strategy plan

Statement of intent

At Ripley Endowed C.E Primary School, we aim to provide a high-quality learning experience for every child and are committed to attaining the highest standards for all, regardless of their background or the challenges they face. We believe that the quality of education each child receives empowers their future life choices and life chances and therefore carefully consider the challenges faced by our children in order to ensure they can succeed.

We are committed to developing a child-centred approach to a healthy, safe, secure and caring environment where children can flourish and achieve their full potential. We are ambitious for all our children and the focus of our pupil premium strategy is to maximise the use of our funding to overcome barriers to learning, in order to ensure that our disadvantaged pupils are enabled to make the same good progress and high attainment as their peers.

In our small, church school we know our children and families well and this enables us to support the needs of every child, high-quality teaching and learning experiences are at the core of our approach, alongside maximising the use of additional adults in our low adult to child ratios. Close monitoring and early intervention strategies are utilised to provide targeted academic support for pupils who are not making the expected progress. We strive to close the attainment gap between disadvantaged pupils and their peers, as well as ensuring that non-disadvantaged pupil's progress and attainment is sustained and improved.

Our strategy is aligned to our School Development Plan priorities and will be responsive to the needs of our children and based on our rigorous system of assessment.

To ensure our approach is effective, we:

- have aspirational expectations for all our children
- ensure that all children are challenged
- provide a high-quality education in which teaching builds knowledge progressively
- address non-academic barriers to attainment such as attendance and attitudes to learning
- provide timely and targeted intervention
- promote positive mental health and well-being and provide effective social and emotional learning

Challenges

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

Challenge number	Detail of challenge
1	Low level oral language skills on entry in Reception
2	A number of pupils eligible for pupil premium have other factors such as SEN, term of birth and gender to consider when planning successful interventions
3	The quality of teaching and learning: consistency of good teaching
4	Social and emotional and Mental Health and Wellbeing needs
5	Increased levels of poverty

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
Improve vocabulary and reasoning skills for pupils eligible for PP to improve Maths outcomes.	Increased percentage of Pupils eligible for PP meet expected levels in Maths at the end of KS1 & 2 and achieving GLD at the end of EYFS
Improve oral language skills for pupils eligible for PP to improve reading comprehension skills and writing composition.	Increased percentage of Pupils eligible for PP meet expected levels in reading and writing at the end of KS1 & 2 and achieving GLD at the end of EYFS.
Improve outcomes at the end of KS2 for pupils eligible for PP.	Pupils eligible for PP make as much progress as their peers, across Key Stage 2 in maths, reading and writing. Measured in Years 3 - 6 by teacher assessments and successful moderation practices established across the collaboration, Dales Cluster and other local settings.
Improve the quality of teaching and learning across school ensuring consistently 'good 'or outstanding' teaching.	All classes have consistently 'good 'or outstanding' teaching thus improving outcomes of all pupils.
Improved Governor knowledge	All Governors will understand fully, the implications of the PP funding, spending, reporting and will monitor impact robustly.
To ensure children in receipt of PP have a high level of pastoral support	Children will be happy and secure at school having regular opportunities to develop their positive mental health and wellbeing as well as accessing enrichment opportunities.
To sustain improved attendance for all pupils, particularly those in receipt of PP	Overall attendance and that of disadvantaged children remaining above national average and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

To sustain improved Mental Health and Wellbeing for all pupils, particularly those in receipt of PP	High levels of wellbeing demonstrated by pupil voice, interactions, engagement and participation in enrichment activities and also reflected in attendance
To ensure there are no financial barriers to learning/accessing education	Children are not missing opportunities to access opportunities in school

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: £3,727

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training and monitoring to ensure effective administration and interpretation	EEF: Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil Rising Stars Assessments: £350	1, 3
Sustained investment in and embedding of DfE approved Systematic Synthetic Phonics programme: Little Wandle	EEF: Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils Little Wandle Subscription: £300 Little Wandle Resources: £450	1, 3
Sustained investment in and embedding of consistent approach to Writing and Reading teaching and curriculum	EEF: Improving Literacy in KS2 guidance Philip Webb training and Literacy Shed + subscription: £692	1, 3
Investment in a whole school rigorous approach to spelling: No Nonsense Spelling	EEF: Explicitly teach spellings and provide pupils with extensive opportunities to practice them. No Nonsense Spelling Scheme: £305	1, 3
Sustained investment in and embedding of consistent approach to Maths teaching and curriculum through White Rose Maths	DfE non-statutory guidance in conjunction with NCETM on evidence based approaches: Mathematics guidance: Key stages 1 and 2	1, 3

	White Rose Subscription: £180 White Rose Workbooks: £600	
Embedding vocabulary and oral language teaching across all curriculum subjects to support pupils in articulating key ideas, consolidating understanding and extending vocabulary	EEF: Strong evidence suggests dialogic activities such as high-quality classroom discussion have high impacts on reading	1, 3
A robust and rigorous schedule of high-quality staff training throughout the year based on half-term priorities and funding of ongoing teacher release time	EEF: Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes High quality staff CPD is essential to follow EEF principles Staff Training: £850	1, 2, 3, 4, 5

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

Budgeted cost: £4,572

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timely targeted intervention in English and Maths based on diagnostic assessment	EEF: Targeted intervention focussed on specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind	1, 2, 3
Increased levels of 1:1 and small group support in lessons	EEF: Targeting specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups Increased hours to provide support - £3,310	1, 2, 3
Rapid catch up phonics programme	EEF: Targeted intervention focussed on specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Big Cat Phonics for Little Wandle: £128	
Use of National Tutoring Programme to provide tuition	EEF: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups PP Funding: £1134	1, 2, 3

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

Budgeted cost: £3,396

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support Staff Pastoral Support sessions	<p>EEF: Evidence suggests that children from disadvantaged backgrounds have, 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. SEL interventions in education are shown to improve SEL skills</p> <p>Increased hours to support pastoral care and MHWB intervention - £800</p> <p>SEL and MHWB resources - £266</p>	4, 5
Pupil Mental Health and Wellbeing Champions		4, 5
Staff Mental Health and Wellbeing Ambassador		4, 5
Staff training on Emotion Coaching Techniques to develop wellbeing and behaviour across school		4, 5
Whole school explicit teaching of Social and Emotional Learning skills		4, 5
Social and Emotional Learning Intervention		4, 5
Enrichment activities	<p>EEF: Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>Funding of enrichment activities: £640 Wrap around care and holiday clubs: £640 Forest Schools Training £950</p>	4, 5

Total budgeted cost: £11,695

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.

Statutory assessment in 2021-2022 demonstrates the successful impact of the focused actions on teaching and academic support detailed in this plan on the progress and achievement of pupils in school. Outcomes were above national average in almost all areas.

Outcomes		Nat 2022	2022 Rip
EY	GLD	65%	80% (4/5)
Y1	Phonics	76%	88% (7/8)
Y2	EXS R	67%	100 (6/6)
KS1	EXS W	58%	83% (5/6)
	EXS M	68%	100% (6/6)
	GDS R	18%	33% (2/6)
	GDS W	8%	17% (2/6)
	GDS M	15%	50% (3/6)
Y4 MTC	20+ (/25)	n/a	83% (5/6)
Y6	EXS RWM	59%	56% (5/9)
KS2	GDS RWM	6%	0% (0/9)
	EXS R	74%	78% (7/9)
	EXS W	69%	78% (7/9)
	EXS M	71%	78% (7/9)
	GDS R		44% (4/9)
	GDS W		0% (0/9)
	GDS M		33% (3/9)

There was one disadvantaged pupil in KS1 who was working at the expected standard for Maths and working below the expected standard in Reading and Writing. The academic support detailed in this plan ensured that the pupil succeeded in making expected progress from EYFS.

Our internal assessment for Year 1-6 during 2021-2022 shows that the performance of disadvantaged students in Reading and Maths was in line with that of the whole school. Performance in Writing was lower than that of the whole school and forms a focus of this academic year.

% ARE+ Reading		% ARE+ Writing		% ARE+ Maths	
Disadvantaged	Whole School	Disadvantaged	Whole School	Disadvantaged	Whole School
63%	64%	38%	52%	63%	64%

We are continuing the success of the academic support during 2021-2022 with the activities detailed in this plan.

Overall attendance in 2021-2022 was above national average at 97% and that of disadvantaged pupils being slightly higher than their peers at 98%. We will continue the wider strategies detailed in this plan to maintain this success.

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information

An **effective support team** with a focus on supporting disadvantaged children socially, emotionally and academically is key to all pupils being successful:

- **Mental Health and Wellbeing Champion**

The Mental Health and Wellbeing Champion is a key liaison between home, school and the child. On a daily basis our MHWB Champion works with children and families to support their needs and to ensure they are in school, learning. The MHWB Champion acts as the child's champion ensuring that their needs are met and that both home and school support the child to fully achieve their potential. They provide a first port of contact for parents and build strong relationships between home and school whilst being proactive in engaging the right external agency support.

The MHWB Champion at Ripley Endowed Primary School is Mrs Rebecca Foy

- **Safeguarding Personnel**

Safeguarding staff work with home and school to ensure that regular attendance and punctuality does not become a barrier to learning. They work pro-actively with children, families and the Local Authority on a range of initiatives and programmes. Safeguarding staff are a key liaison between the school, home and a range of agencies who support vulnerable families. This includes working with families who may be supported by a CAF, Child in Need Plan or subject to a Child Protection Plan.

The Safeguarding Personnel at Ripley Endowed CE Primary School are: Miss Victoria Kirkman (Designated Safeguarding Lead) and Mrs Rebecca Foy (Deputy Designated Safeguarding Lead) and Miss Hannah Lear (Deputy Designated Safeguarding Lead).

- **Senior Teacher**

The Senior Teacher has a focus on ensuring that the school's interventions are effective in supporting children to maximise their potential. They support Class Teachers in identifying targeted support and intervention to those at risk of underachievement.

The Senior Teachers at Ripley Endowed CE School are: Miss Hannah Lear and Miss Charlotte Holstein, and where required, they are supported by the school's SENDCo Mrs Rebecca Foy.

- **Teaching Assistants**

Teaching Assistants provide crucial support to children during lesson time. At Ripley, we believe that children make greater progress as a result of immediate feedback and support during lesson time and as a result pupil premium funding is used to ensure that all classes have access to a Teaching Assistant for all English and Mathematics lessons. Additional targeted intervention and support also takes place outside of this lesson time. High levels of support are in place to ensure that children make the best possible progress as a result of quality first teaching.

Our Teaching Assistants at Ripley Endowed CE Primary School are: Mrs Laura Bassett, Mrs Louise Sefton and Mrs Ann Regan.

- **Curriculum Subject Leads**

Our Curriculum Subject Leads support the work of all teachers in the school through the delivery of regular training and development as well as moderating the teacher assessments within the school. They focus on ensuring the ambitious curriculum meets the needs of all

children and the quality of teaching, learning and assessment is of a high standard. They review the curriculum model on a termly basis to ensure it reflects the context of the school thus ensuring all children make progress.

Our Curriculum Subject Leads are based across the Federation with Kettlesing Felliscliffe & Beckwithshaw Primary School and include Miss Hannah Lear – English and Reading Lead; Miss Charlotte Holstein – Maths Lead and Mrs Lucy Bowman – EYFS Lead.

Ensuring that there are **no financial barriers** to children's engagement at Ripley Endowed CE School, its curriculum and additional enrichment opportunities:

- Children who qualify for Pupil Premium are also supported with music lessons, instrument hire and contributions towards equipment and trips to enhance their learning experience whilst at Ripley.
- Subsidised access to extra-curricular residential visits.
- Additional funding to support the purchase of uniform. This removes discussions about uniform from our day-to-day practice, allowing us to focus purely on learning.

Providing a culture of **achievement, praise and celebration** in order to ensure **high self-confidence, self-believe and aspirations**:

- Our regular programme of awards celebrates achievement across all year groups and across all areas of the curriculum. Children tell us that these awards motivate them to work hard to achieve their potential and be recognised for their talent.
- Our Collective Worship Schedule supports our focus on the ethos of the school—promoting key skills and qualities such as resilience, confidence, communication, collaboration etc.

Measuring the Impact of the Pupil Premium Strategy

On a half-termly basis, we measure the impact of our pupil premium provision using the following indicators:

- % of children meeting age related expectations
- % of children on track to meet their progress target for the end of the key stage
- % sessions attended
- % of children showing effort and behaviour in Federation Assessment Tracker reporting.
- Individual SMART targets to ensure children make progress in reading, writing and maths.