

Pupil premium strategy statement:

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	<i>Sarah Simmons</i>
Pupil premium lead	<i>Jane Elliott</i>
Governor / Trustee lead	JCAT

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,348.00
Recovery premium funding allocation this academic year	-
Pupil premium (and recovery premium) funding carried forward from previous years	
Total budget for this academic year	£8,348.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. We also provide 1:1 learning support and intervention work for pupils where required.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Commented [ST1]: Do we have any at the moment? If we don't should we remove?

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Both formative and summative assessments of pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. This negatively impacts their development as confident and independent readers. 2 Discussions with pupils indicate underdeveloped descriptive language skills, (including emotional literacy) and other vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and are more prevalent among our disadvantaged pupils than their peers.
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in handwriting and maths reasoning.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, (35%) notably due to a lack of oracy skills and ability to communicate their feelings.

Commented [ST2]: This is repeated in section 3 below? Is there a need for the repetition?

Commented [ST3]: Is this accurate for the current school pupil body?

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Continued increase in participation in enrichment activities, particularly among disadvantaged pupils (where payment plans and agreed financial support is in place). • Continued use of the Nurture space to support the emotional wellbeing of our pupils.

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue use of assessments</p> <p>Continued discussion through Pupil Progress meetings.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Continued use of The Boxall Profile</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate</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>	1

<p>understanding and extend vocabulary.</p> <p>Oracy and the importance of vocabulary is on our SIP and is being embedded across the school.</p>	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Oracy</p>	
<p>Continued use of RWI</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school to use NCTEM to support staff across the school.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Improve social communication skills through the use of speech therapists, supportive play opportunities and modelling of vocabulary.</p>	<p>Continued establishment of the Nurture Space to support SEMH needs across the school.</p> <p>Pupils at Rimon are given the tools to self-regulate throughout their journey across the school.</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>	5

Commented [ST4]: I don't know that this reflects the current SIP?

Commented [ST5]: It is now established so this needs updating

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotion coaching introduced across the school 2020-ongoing. Vocabulary initiatives introduced across the school through staff meetings and engaging pupils and parents in the process.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Tuition has been used to support our PP pupils, including extra reading support weekly and extra adult support and learning during the school day.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Emotion Coaching Use of a Nurture Space 	Enabling the pupils to develop the tools to self-regulate will support them in all aspects of	5

<ul style="list-style-type: none"> • Access to a Pyschotherapist. • Safe spaces for pupils across the school to access • Clubs and Trip 	<p>their lives both socially and academically.</p> <p>The Nurture Space enables those with SEMH needs to further develop their skills.</p> <p>The emotion coaching approach enabled pupils to develop their language and communication skills and begin to express how they feel through given scripts used consistently by staff and pupils across the school.</p> <p>Support parents through payment plans for residential trips and payments for clubs and class trips throughout the year.</p>	
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Total budgeted cost: £25,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to COVID-19, performance measures have not been published since July 2020. Therefore, the information below refers to internal assessments for 2021. Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was slightly lower than in the previous years in key areas of the curriculum. However, this was not solely due to Covid restrictions as most of our disadvantaged children continued to attend school throughout – making use of our “Key Worker Provision.”

Part of the drop in performance related to SEN and change in family circumstance. The impact of Covid-19 on these children was that they were not able to benefit from the targeted interventions to the degree we had intended. The impact was mitigated by our organisation of support staff to provide, wherever possible, in-person group or online video support.

Those children who were unable to attend in-person were provided with both IT equipment and vouchers towards internet data usage.

Our observations indicated that disadvantaged pupils’ wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. On our return to school, we used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. These continue in the current academic year as detailed above.

Commented [ST6]: There is now data so this needs to be updated

Externally provided programmes

Programme	Provider
Head Up	Pajes
Therapies	Norwood

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We established a Nurture Space in 2020 and have used part of the PP funding to enable staff members leading the space to attend training.
The impact of that spending on service pupil premium eligible pupils

Teachers observed improvements in wellbeing and the ability to communicate their feelings more effectively.

Assessments demonstrated progress in subject areas where extra support classes were provided.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.