



Pupil Premium Strategy Statement

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	Ralph Butterfield Primary School
Number of pupils in school	304
Proportion (%) of pupil premium eligible pupils	11%
Academic years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Liz Clark, Headteacher
Pupil premium lead	Helen Stephenson, Deputy Headteacher
Governor / Trustee lead	Jen Bennison, Inclusion and PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	FSM @ £1345 LAC/PLAC @ £2345 SERVICE @ £310 £49,160 Financial Year April 2021 – March 2022
Recovery premium funding allocation this academic year	£4,352
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£18, 912.71
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	Total: £72,424.71

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to eradicate the gap between disadvantaged and non-disadvantaged children. To meet this goal we must provide a first class education where all learners are able to succeed and achieve. We will always seek to improve our performance, adapting to the changes and challenges we encounter and seeking to remove barriers that limit pupil performance. We will be relentless in our ambition to address the barriers to learning that some of our most disadvantaged children face. To achieve this we will ensure that we recruit and develop high quality colleagues who can best meet the needs of our children. Ambitious academic targets will continue to be set. This creates an aspirant culture in which children and young people are inspired to succeed, irrespective of their background. This will go hand in hand with our continued drive to raise the expectations of the local community which we serve by placing a high value on the

importance of education. Engaging with parents, carers and external agencies is critical in our work to break down and remove barriers. Our strategy will ensure we remain creative and innovative in our approach to supporting our most disadvantaged pupils. High quality pastoral and mental wellbeing support and wide-ranging interventions will foster our inclusive culture. A culture where personal growth, effort, progress and achievement are valued. We will maximise every opportunity within and beyond the school day to ensure every child is well supported to flourish especially those who are the most disadvantaged. This is our vision to put children first, raise standards and transform lives.

Our Pupil Premium Strategy Plan identifies the following key strands:

- Reduce and remove any differences and gaps in attainment and progress between pupils eligible for PPG, children in not eligible for PPG and all pupils nationally
- Support those whose barriers to educational achievement and positive wellbeing are financial through ensuring all children have access to the equipment and clothing that they need and can attend trips and enjoy all other experiences that have a cost attached to them.
- Support those whose barriers to educational achievement and positive wellbeing are emotional through ensuring all children have access to bespoke emotional support utilising the skills of staff both in school and from external agencies to do so.
- Support those whose barriers to educational achievement and positive wellbeing are academic through ensuring all children have access to wave 1 quality first teaching and learning and additional bespoke resources and 1:1 and group interventions as appropriate.
- Support those whose barriers to educational achievement and positive wellbeing are attendance/lateness related through working with other professionals and partners as appropriate.

Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	Social, Emotional and Mental Health (SEMH) needs, particularly in relation to self-esteem, self-regulation and relationships with friends, peers and adults
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and English. We therefore need to ensure that teaching and learning incorporates evidence based pedagogy to ensure that it meets the needs of all learners and as a result children know more and remember more.
3	Additional individual needs including SEND and other vulnerabilities
4	Some families are faced with difficult home circumstances, including such as mental health and emotional needs, which limits their capacity to support their child's learning especially post Covid-19
5	Attachment issues/separation anxiety
6	Some families are faced with financial difficulties

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
All students in the target group who are currently underperforming because of the impact of their disadvantaged background will make rapid and sustained progress, leading to diminishing differences between their attainment and that of non-disadvantaged children in the school and all pupils nationally	All children receiving wave 1 quality first teaching, accessing meaningful learning effectively. Evidenced through work scrutinies, learning walks, parent and pupil voice and data. % EXS+ to be above 80% in maths, reading, writing and phonics.
Children with SEMH needs to be happier and healthier	Improved behaviour where there is an issue, positive impact on learning evident through outcomes and pupil voice. All children who require it receiving bespoke emotional support.

Parents with children adopted from care will feel better supported	Parental voice, parents engaging positively with designated teacher for PLAC/LAC. Positive outcomes evident in pupil's work and attitudes to learning and interactions with others.
Children from disadvantaged backgrounds will have access to enrichment activities outside and during teaching hours. Inclusion and equality of opportunity for all including experiences, equipment and clothing	Greater take up of clubs from pupil premium children, all children feel confident partaking in all activities. No children excluded from any activity, experience or trip due to financial barriers

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: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teaching support and training in effective whole class strategies.</p> <p><i>Diminish differences between PPG and non-PPG pupils in school and nationally. Raise attainment and achievement in English and maths so that PPG pupils attain in line with their peers</i></p>	<p>Quality first wave 1 teaching and learning supports all children to achieve the best that they can, with individual needs being carefully planned for and met. Bespoke additional teaching support alongside this, with clear communication between TAs and teachers and meaningful links made between whole class work and interventions, enhances this and increases the rate of progress, as evidenced on impact records in our school.</p> <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.'(EEF).</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching#:~:text=Maximising%20Learning-</p>	1 - 6

<p><i>nationally, particularly at the 'expected standard' and 'greater depth' standard.</i></p>	<p>.The%20best%20available%20evidence%20indicates%20that%20great%20teaching%20is%20the,the%20most%20disadvantaged%20among%20them.</p>	
<p>Purchase of resources to support the above as appropriate.</p> <p><i>To enhance the high quality teaching and increase engagement in and enjoyment of learning.</i></p>	<p>High quality resources support the teaching strategies and offer a wider variety of teaching and learning to engage and enthuse children in their learning.</p>	<p>1 - 6</p>
<p>Promote wellbeing and resilience including training for staff on how best to support this.</p> <p><i>Happier, confident children with good self-esteem levels enjoy and engage with learning more.</i></p>	<p>Children deserve and need to have a good sense of wellbeing, self-esteem and resilience to engage well with learning, achieve, make continuous progress and improved life chances.</p> <p>Teachers need upskilling in ensuring they are using the best strategies to promote wellbeing and resilience in children, particularly post COVID-19 partial closure.</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1 - 6</p>
<p>Pupil Premium Lead carefully monitors and tracks Pupil Premium children so that they are all cared for, each individual's needs are identified and met.</p> <p><i>Pupil Premium funding spent in targeted way for the best outcomes for children.</i></p>	<p>PP Lead to monitor PP children's wellbeing and track data alongside class teachers. PP Lead to identify areas of spending for best benefit for the PP children and really target individual needs, including working closely with the Inclusion Lead and ELSA to do so. Consider how other children, particularly those who are vulnerable could also benefit through PP funding.</p> <p>The ongoing rigorous evaluation of pupils' attainment, barriers to learning and needs is essential: https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&utm_medium=search&utm_campaign=site_search&search_term=pupil%20premium%20leads</p>	<p>1 - 6</p>

Purchase of standardised diagnostic assessments. <i>Training for staff to ensure assessments are interpreted and administered correctly.</i>	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2, 3
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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. 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: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3

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

Budgeted cost: £26K includes recovery premium for tutoring

	Evidence that supports this approach	Challenge number(s) addressed
Personalised provision for pupil premium children who are also SEND and/or PLAC/LAC <i>1:1 and group TA support for meeting individual needs</i>	This smaller 1:1 and group work can be significant in enhancing and improving children's understanding and confidence and for meeting very specific needs that will support them in the classroom. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 3, 5
Purchase of specific resources to support hearing	Advice from visually and hearing impaired consultant.	1, 2, 3

<p>and visually impaired children.</p> <p><i>Dedicated software and hardware improves achievement and engagement in learning</i></p>		
<p>Group Wellbeing interventions such as lego club, socially speaking, friendship formula, playdough club and 1:1 ELSA support.</p> <p><i>To improve wellbeing in children and develop social interaction skills and coping strategies.</i></p>	<p>Evidence from in school and external experts show this level of bespoke intervention works.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1 - 6
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1 - 3
<p>Tutoring and booster group sessions will be provided through a School Led Tutoring Programme, including use of the School Led Tutoring Grant and Recovery Premium Funding for the tutoring. Tutoring will be in line with the conditions</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3

<p>of the grant. Booster sessions will provide 6-15 hours of group tuition to mitigate against core learning in either English or Maths which has been impacted upon by school closures during the pandemic.</p> <p><i>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</i></p>		
---	--	--

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased attendance rates for the children on track for PA.</p> <p><i>ELSA support and wraparound care provision</i></p>	<p>This approach has worked for PP children in school. Embedded principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>1, 2, 3, 4 ,5</p>
<p>Purchase bikes and helmets for PP children.</p>	<p>Wellbeing of the child and inclusivity and equality for all.</p>	<p>1, 4, 5 ,6</p>

<i>Confident access to cycling proficiency</i>		
<p>Purchase reading books for PP children who lack these at home.</p> <p><i>Remove this financial barrier to reading at home for pleasure and progress.</i></p>	<p>Reading is a leisure activity that promotes wellbeing in addition to supporting academic progress in reading.</p> <p>For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities such as practising letters and numbers, are also linked to improved outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	1, 2, 4, 5 ,6
Musical instruments and lessons for PP children in Year 4 wishing to pursue learning an instrument to remove financial barrier.	Equal opportunities for all	4, 6
Playtime equipment that is easily cleaned to support children with social interactions and enjoyment.	Social interactions are important to support wellbeing and enhance the work done in 1:1 and group support	1, 3
<p>Pay for residential trip for Y6 PP children and others who struggle financially.</p> <p><i>All children enjoy the experience and to remove financial barrier.</i></p>	Equality and inclusivity	3, 4, 6
<p>Free uniform and milk</p> <p><i>Children have enhanced wellbeing, and have access to the same opportunities as peers with enrichment activities</i></p>	Equality and inclusivity	1, 4, 5, 6
Free club	Equality and inclusivity, improved sense of wellbeing and enjoyment	4, 5, 6

<i>Children have enhanced wellbeing, and have access to the same opportunities as peers with enrichment activities</i>		
Pupil Leader Role - leading on PPG and attendance.	Strategic leadership of these vulnerable children is required to ensure they achieve well. Pupil Premium Lead takes a proactive role in supporting vulnerable families (including attendance).	1 - 6
Designated Teacher - leading on PLAC/LAC.	Strategic leadership of these vulnerable children is required to ensure they achieve well. Designated teacher takes a proactive role in supporting vulnerable families.	1 - 6
Inclusion Leader - leading on SEMH and SEND support.	Strategic leadership of these vulnerable children is required to ensure they achieve well. Inclusion Leader takes a proactive role in supporting vulnerable families.	1 - 6

Total budgeted cost: £73,000

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.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had

intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by our remote education provision and the invitation to all our pupil premium children to attend school.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
Project X Comprehension Express (Y4-6)	Oxford University Press
Project X CODE (Y2-4)	Oxford University Press
Words First	Literacy Trust
NELI	Nuffield Foundation

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
Our 1 service Pupil Premium child received 1:1 bespoke ELSA support to meet the SEMH needs.	Improved since of wellbeing supporting their access to learning through a disruption in education.