

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	Rice Lane Primary
Number of pupils in school	589
Proportion (%) of pupil premium eligible pupils	127 pupils 21.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	
Date on which it will be reviewed	July 2022
Statement authorised by	Lesley Roach
Pupil premium lead	Tracy Parry
Governor / Trustee lead	Paul Bradshaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,815
Recovery premium funding allocation this academic year	131 eligible x £145 =£18,995
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£189,810

Part A: Pupil premium strategy plan

Statement of intent

- ***What are our ultimate objectives for your disadvantaged pupils?***

To year on year reduce the attainment gap and focus on equity and ensure that this is a key part of whole school planning.

- ***How does our current pupil premium strategy plan work towards achieving those objectives?***

A detailed analysis on what has and hasn't worked in the past.

Establishing clear starting points.

Ensure all actions will be evidenced based.

We will detail reference to EEF Guidance.

Put in place robust methods to regularly check for impact and adjust strategies where there is a need

- ***What are the key principles of our strategy plan?***

To ensure there are clear links to all other planning strands

A relentless focus on high-quality curriculum and teaching and learning.

A clear and consistent pedagogy based on Ofsted and EEF research.

That all staff are fully aware of the strategy and the roles they play in it.

That we ensure the best use of all staffing through high quality training.

We establish regular monitoring and review processes.

Challenges

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

Challenge number	Detail of challenge
1	<p>A central need of the school and pupil premium children is to develop early language skills, especially after COVID where speech and language skills may of been delayed due to lack of social engagement.</p> <p>This is evidenced by Wellcomm screening.</p>
2	<p>The number of disadvantaged pupils meeting age related literacy levels is significantly lower than their peers as evidenced by NFER assessments. There is also a need to focus on higher level disadvantaged children to ensure they achieve in line with their potential.</p>
3	<p>A number of children eligible for Pupil Premium are also those with specific educational needs (44) This include children who are finding it hard to re-engage after COVID to learning, with mental health being an important safeguarding priority for School and Liverpool. This is evidenced by our PASS data.</p>
4	<p>Attendance for disadvantaged pupils is lower than National, with more persistent absences. The 2018 /19 data before COVID showed disadvantaged children (FSM) attendance was 93.4% (National 94.3). Children under 90% data showed that 21.5% of FSM were under 90% (National 16.5%). Current data trends show the FSM children on a full return to education are in danger of staying at a persistent absence level. This will be measurable by attendance data analysis.</p>
5	<p>Post lock down we have had limited access to wider activities and enrichment. Pupils have not had access to wider aspects of life for own personal development. This needs to be looked at alongside Sports premium funding to promote healthy lifestyles. Warbreck Ward data tells us that obesity in Reception children was on a downward curve in 2020 but higher than National, and obesity in Year 6 children is on an upward curve. Obesity in Liverpool is overall higher than National figures for Reception and Year 6 children.</p> <p>This will be measurable through PASS, Pupil Parliament minutes and Parent questionnaires.</p>

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
<p>1. From Early Years upwards, children will receive age appropriate interventions, for both home and school, to develop speech and language skills. EAL children also to be targeted to develop early language acquisition. We will measure this through annual Wellcomm screening.</p>	<p>Year on year reduction in number of pupils below age appropriate standards for language. Wellcomm toolkit used as a screening tool that will identify children needing support. Wellcomm assessments will show impact - progress for the individual child.</p>
<p>2. Children will gain fluency and comprehension skills will improve. NFER Data will be used to assess progress and level of challenge</p>	<p>Reading – significant shift towards all pupil achieving towards age appropriate standard in reading as shown through NFER scores.</p>
<p>3. Children will be re-engaged in learning. Social and Emotional needs will be identified and supported through interventions (and) pastoral support. This is intended to overcome barriers to learning. PASS data will identify children needing extra support / Interventions. We will measure this through close analysis of PASS data, attendance and behaviour records.</p>	<p>Pass data will show impact - positive shift in social and emotional well-being. Curriculum data will show closing of the gap for disadvantaged children, including disadvantaged SEND Behaviour data will show less classroom disruption occurring.</p>
<p>4. Children under 97% FSM families will be supported by receiving an offer of wrap around care through breakfast and afterschool club. Learning Mentors will liaise with families and offer pastoral support / EHAT support. We will measure the impact through attendance data and punctuality.</p>	<p>Attendance data will show the gap closing towards National figures for FSM disadvantaged with a focus on Persistent absence so children regularly attend school and gain greater access to a full curriculum.</p>
<p>5. Children will have a greater access to cultural experiences to expose children to a wide and rich curriculum beyond the classroom. Children will increase participation in sporting activities to develop positive mindset and healthy lifestyles. We will measure the impact through PASS, Attendance at events, Pupil and Parent Surveys.</p>	<p>Cultural Capital opportunities to be given to children</p> <ul style="list-style-type: none"> - Prioritising school trips - After School Clubs for Physical Activities and the arts - Sports Premium funding used to develop access to sports and sporting facilities <p>Positive responses from pupils and parents will be gathered.</p>

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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff need training in the use of NFER effectively as a baseline and progress assessment tool to raise challenge for all pupils in the classroom. <i>Especially important for establishing robust baselines.</i>	Gives consistency of approach to systems and structures for analysing impact.	1,2,3,5
Raise the profile of reading through Read, Write, Inc training	Liverpool wide approach	2
Selected teachers to take part in a vocabularly working party to target the progression of vocabulary through curriculum subjects	EEF / SIL	1,2
Developing the whole school Curriculum approach especially during this COVID recovery period to support high Quality Teaching and consistent pedagogy based on evidence approached from EEF evidence toolkit. (1)	DFE – Education Recovery guidance. EEF Teacher Toolkit.	1,2,3,4,5
Developing the role of the Teaching Assistant in the classroom through CPD and appraisal. This will include a skills audit.	EEF. Teaching assistants part of MPTA project (maximising the practice of Teaching Assistants)	1,2
Training on how to use intervention packages: PASS (Welbeing) Yrs 1 – 6 Wellcomm (speech and language) Nursery to Year 6 Fresh Start (Reading and Comprehension (read,write,inc) Years 5 & 6	EEF guidance reports on the impact of interventions.	1,2,3

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PASS Intervention for Supporting children's well-being	GL assessment endorsed by the EEF (£2 per child) (£992)	3
School Led Tutoring for any identified children	Recommended by EEF and Department for Education (£67.50 per child for 15 hours tuition. Additional costs supported by funding).	1,2,3,4
Wellcomm Speech and language, from screening to intervention	Developed by Speech and Language Therapists. EEF reports Supported by GL Assessments (£865.25)	1,2
Fresh Start Reading intervention (read,write inc)	Intervention for older children in yr 5 / 6 struggling with reading and writing. Supporting a city wide approach. EEF (£3275)	2

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

Budgeted cost: £89,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips to library, museums, art galleries, religious buildings, etc. (Questionnaire of experiences)	OFSTED Pupil Premium Research	5
After school sporting clubs to be offered linked to sports premium planning.	Sports Council Linked to Sports Premium Plan	3,5
PP children offered wrap around care to encourage attendance to school with any additional learning mentor support as needed.	DFE, EEF, OFSTED	3,4
Mindfulness in School Project – all children to be given a 12 x 45 minute	DFE Mental Health Support Teams	3

	£2098 per year group	
Breathe Project 4x45 minute session	DFE Mental Health Support Teams £700 per year group	3
Full of Beans – Mindfulness and PE sessions.	Sports council Mental Health Support Teams	3

Total budgeted cost: £ 189,000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils in reading and maths was on par with the results attained in the previous 3 years in the key areas of the curriculum. However, writing had a significantly lower outcome from the previous years. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 (to narrow the gap between school and National results) were therefore not fully realised.

DATA FROM IDSR / TARGET TRACKER

Disadvantaged	2018 – 2019	2017 – 2018	2016 - 2017
Reading Expected %	62	68	60
Reading Higher %	10	10	4
Writing Expected %	69	68	76
Writing Higher %	17	10	12
Maths Expected %	69	61	64
Maths Higher %	10	3	8
RWM Expected %	59	42	48
RWM Higher %	3	3	0

Disdvantaged	2020 -2021 Yr 6	2016 – 2017 Yr 1
Reading Expected %	58	50
Reading Higher %	16	7
Writing Expected %	55	29
Writing Higher %	14	0
Maths Expected %	67	43
Maths Higher %	11	7
RWM Expected		
RWM Higher		

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 use of online resources such as those provided by Oak National Academy.

Overall attendance in 2020/21 was lower than in the preceding 3 years at 94.6% and lower than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2.5% higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Absence 3 year trends:

2016/17	School: 95.9%	National: 96%	School PA	8.5%	National PA	8.3%
2017/18	School: 96%	National: 95.8%	School PA	7.4%	National PA	8.7%
2018/19	School: 95.8%	National: 96%	School PA	9.6%	National PA	8.2%

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
Seesaw platform for remote education	Seesaw
Bug Club	Pearson

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 (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

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.
- 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

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, especially the impact on language development (especially in the lower years) and the mental health of our children (especially in the higher years).

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.