

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	South Rise Primary School
Number of pupils in school	624 (including Nursery)
Proportion (%) of pupil premium eligible pupils	219 children (35%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Daniel Holliday/Hazel Brown
Governor / Trustee lead	Francesca Dean

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£315,780
Recovery premium funding allocation this academic year	£33,060
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	£338,840

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 this 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, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

Challenges

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

Challenge number	Detail of challenge
1	Currently the 2022 data shows a gap of more than 18% across all subjects in Year 6 with the highest gap in reading and maths at 22%+.
2	The gap between disadvantaged and non-disadvantaged children is below 10% in all other year groups except Year 3 which is much lower. There is no specific difference across year groups.

3	Children's understanding of how they learn and their ability to manage and overcome setbacks is a challenge for us. Research suggests that providing training in self-regulation and metacognition is a proven technique to raise progress and attainment and is particularly beneficial for low-income families. It develops the children's ability to reason and think independently
4	Attachment is a barrier to learning for many of our disadvantaged children. Our disadvantaged children sometimes struggle to self-regulate and control emotions in challenging situations.
5	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.
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

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
Narrow the gap between disadvantaged and non-disadvantaged children across all subjects to 0% when children with SEND are removed from the data.	<ul style="list-style-type: none"> - A successful programme of interventions is implemented across the school based on the area of need in each year group - There is further improvement in the quality of the teaching of writing across lower KS2 - Staff pedagogical expertise continues to be developed through engagement with the Ambition Institute Transforming Teaching programme
Remove the gap between disadvantaged and non-disadvantaged children in Year 6	<ul style="list-style-type: none"> - Any barriers to maths learning are clearly identified for our children who are disadvantaged - Appropriate programmes and resources are in place to support children who are disadvantaged and who also have to make greater progress in their maths learning - The National Tutoring Programme and specifically School Led Tutoring is being used effectively to provide qualified teachers to target for accelerated progress

Children across the school are able to access learning and problem solve independently in their learning and during play times. This will increase attainment across all subjects, reduce behaviour incidents and increase whole school attendance	<ul style="list-style-type: none"> - All staff are familiar with the language and understand the meaning of metacognition and self-regulation - All children have the strategies to resolve difficulties independently - Self-regulation is evident throughout the EYFS curriculum - All staff are provided with Zones of regulation training
Children are happier to attend school – whole school attendance increases to 96%+. Behaviour incidents with key disadvantaged children have been reduced.	<ul style="list-style-type: none"> - The relationships between the parents of key children who are disadvantaged and the school are strengthened - Provide parents with information that will support them with how to help their children with learning at home - Implement the ELSA programme across the school and particularly in KS2 - The peer mentoring programme is introduced and children are specifically trained in this role

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: £146,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precise and timely targeted interventions run during and after school by senior leaders and experienced teachers	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 group	1, 2, 3, 5
Explicit direct instruction is embedded as a pedagogical approach in teaching across the curriculum	Based on cognitive science, studies have shown good progress is made with this approach especially SEND and disadvantaged.	1, 2, 3, 5
CPD for senior leaders, teachers and ECTs to lead, teach and plan effectively working	Training conducted by the Ambition Institute is all backed up by credible evidence-based research to	1, 2, 3, 5

alongside The Ambition Institute (Autumn Term)	improving teaching standards and outcomes	
All staff are trained in the Little Wandle approach to the teaching of phonics ready for implementation in September 2022 Key staff are trained to deliver the Little Wandle Rapid Catch Up programme with specific targeted impact planned for KS2	Little Wandle is a government recommended scheme for the teaching of phonics and early reading	1, 5
Mental Health First Aid training for specific staff	If signs are spotted early and talked about, more serious mental health problems can be minimised	4, 6
Work alongside Greenwich Attendance advisory service promote outstanding attendance	Attendance last year was strong, however, it is vital that this year when aiming to recover from the impact of lockdown that the children attend school every day to close the attainment gap	6
Maths leader delivering the NCTEM Maths Hub Mastery programme across Greenwich and other LAs. Further staff member engaging in NCTEM programme	NCTEM is a nationally recognised organisation for maths teaching and learning. Sharing of good practice and keeping up with the latest research ensures children receive the best teaching and learning opportunities.	1, 2
Provide a Lead Practitioner to support the development of high-quality teaching and learning across Year 3 and 4	Mentoring of less experienced teachers will support all teachers to deliver high quality teaching and learning. Targeting Year 3 and 4 will ensure children are in a strong position in Upper KS2.	1,2
Training for staffing to implement the NELI programme		

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

Budgeted cost: £118,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
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School led 1:1 tutoring and small group tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers or children with SEND	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 5
1:1 support for PP children with multiple barriers awaiting an EHCP	Children with specific needs require support to access the curriculum. This is essential as part of the 'Plan, Do, Review' cycle which is necessary to g	3, 4, 6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 3, 5

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

Budgeted cost: £73,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentors to be allocated to work with vulnerable PP children as appropriate including SRLC provision	These actions will provide support for those children who receive pupil premium with emotional and behavioural needs and also may have additional needs.	4, 6

Sports Coaches to run lunchtime football/basketball sessions and a range of after school clubs	Children have access to high quality provision for sports during lunchtimes and after school.	4, 6
Re-develop the Looking to the Future Programme so that it can be accessed in school during the Pandemic	Looking to the Future Programme has been very successful in previous years in growing children's aspirations and confidence	1, 4, 6
Provide funding for a range of incentives to encourage and promote good attendance	Engaging parents and children effectively, including through personalised letters and recognition will lead to higher attendance levels.	6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures significantly reduced levels of absence and persistent absence.	The DfE guidance has been informed by engagement with schools that have	6
Learning mentor to work before, after and during school with key families to support mental health and wellbeing.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,4, 6

Total budgeted cost: £338,840

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 2021 to 2022 academic year.

Teachers continuously assessed children using a robust assessment system which is used across the Trust. This supports teachers to analyse gaps termly. Teachers also received continuous CPD to continue to gain a deeper understanding of assessment across all subjects. Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower in Year 2, 5 and 6 and that the gap between disadvantaged and non-disadvantaged is larger than in previous years (pre-pandemic). 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.

Overall attendance in 2021/22 was lower than in the years before the pandemic. Persistence absence of disadvantaged children is at its lowest in 5 years. This is still a large piece of work as part of school priorities to engage parents and rebuild good habits of attending school regularly and this will continue to remain a focus on our plan.

Our assessments and observations indicated that children's wellbeing and mental health were significantly impacted in the last two years, primarily due to COVID19-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.

Our Assessments in December 2022, indicate the gap between disadvantaged and non-disadvantaged is closing further throughout the school, although Year 6 still remains a concern.

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
Transforming Teaching Programme	Ambition Institute
Little Wandle Training and Resources	Little Wandle (Letters and Sounds)

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

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.