

## Pupil premium strategy statement

This statement details The Ryde 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	The Ryde School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 - 2024/2025
Date this statement was published	June 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Sue Thompson Headteacher
Pupil premium lead	Sue Thompson
Governor / Trustee lead	Rosemary Ramsdale

### Funding overview

Detail	Amount
Pupil premium funding (inc EYPP) allocation this academic year	£56,515
Recovery premium funding allocation this academic year	£2175
National Tutoring Programme funding	£1350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

## Part A: Pupil premium strategy plan

### Statement of intent

At The Ryde Primary School, we have high aspirations and ambitions for all of our children and we believe that all learners should be able to reach their full potential. We want all children to achieve well, have a love of learning and develop the skills and values they need to be successful through life, no matter what their starting point.

In addition to this, we offer all our children a creative curriculum, that is broad and balanced and designed around our children's needs. It is enriched with experiences to broaden their outlook and to develop motivation and ambition.

We have realistically high expectations of our children and always support our children to be the best they can be. We aim for high attainment across all curriculum areas, including for our high attaining children.

Our Pupil Premium children can face specific barriers that prevent them making the progress they are capable of and, at The Ryde, we are determined to provide the support and guidance they need to help them overcome these barriers. We work hard to overcome our children's barriers to learning and this is at the heart of our use of the Pupil Premium Grant.

Once barriers have been identified we use targeted support or interventions to overcome them. This may be referring to and organising other professional support for children and/or their families and following up with specific strategies or interventions. Some children will have targeted interventions to overcome learning barriers which may be individual, small group, large group or whole school.

The way we spend our money has been influenced by the Education Endowment Foundation which advocates the benefits of early interventions.

We are an inclusive school and believe all children should have equal access to all that is offered by The Ryde. We ensure targeted monies are available to all Pupil Premium Grant children to support this tenet.

## Challenges

This details the key challenges to achievement that we have identified among our Pupil Premium children.

	Detail of challenge
1	Most of our pupil premium children have a lower attainment and their progress rates are slower. The children have gaps in their knowledge and understanding and find it difficult to retain/recall prior knowledge.
2	Most of our pupil premium children have limited experiences beyond their home life and immediate community.
3	Some of our pupil premium children have low (and/or sporadic) attendance, often leading to persistent absenteeism.
4	Some of our pupil premium children and their families have social & emotional difficulties, including medical and mental health issues.
5	Some of our pupil premium children have difficulty developing positive learning behaviours. Some children lack self-belief, determination, resilience and readiness to learn and can lack self-motivation and confidence to improve.
6	Some of our pupil premium children have relocated from other countries and have EAL.

## 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>For disadvantaged children to make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.</p> <p>For the gap to be narrowed in the progress and attainment of PP and non-PP children.</p> <p>To ensure children who have fallen behind</p>	<ul style="list-style-type: none"> <li>- Achieve at least national average progress scores in KS2 Reading/ Writing/ Maths.</li> <li>- All children experience and benefit from quality first teaching across the curriculum.</li> <li>- Consistent implementation of excellent practice and high expectations across the school for reading, leading to all children developing a love of reading and achieving at least expected progress.</li> <li>- Fallen behind children have the opportunity for 1-1 tutoring/small groups</li> </ul>

<p>receive targeted high-quality intervention monitored by Deputy Head Teachers.</p> <p>All children can demonstrate positive learning behaviours through our 'Secrets of Success', which includes <i>Work Hard, Don't Give Up, Try New Things...</i></p> <p>All children will be motivated to work and work with confidence.</p>	<p>support.</p> <ul style="list-style-type: none"> <li>- Children are aware of the school's 'Secrets of Success' and will be able to model these behaviours in lessons and in their work.</li> <li>- Rewards for positive learning behaviours are given regularly through motivational 'Secrets of Success' bears and stickers.</li> <li>- Child discussions as part of monitoring will demonstrate that children are motivated to learn, have a growing resilience and know ways to manage their learning so that they are successful.</li> </ul>
<p>For all children to develop a love of learning and to have access to a creative, engaging, broad and balanced curriculum.</p> <p>All children have the opportunity to a breadth of experiences that enable them to contextualise their learning.</p> <p>Encouragement of parents to support their children's learning.</p>	<ul style="list-style-type: none"> <li>- Our curriculum is designed to allow children opportunities to revisit and embed learning.</li> <li>- Teachers and support staff plan a wide range of visits, visitors, workshops, events and experiences to inspire and enhance learning and make learning memorable.</li> <li>- Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.</li> <li>- Home learning is encouraged for reading and times tables. Our Homework Policy suggests home activities to enrich the children's learning experiences.</li> <li>- No lesson is dependent on the completion of a homework task.</li> </ul>
<p>To achieve and sustain improved attendance for all children, particularly our disadvantaged children.</p> <p>Identifying barriers to good attendance and supporting families to overcome these.</p>	<ul style="list-style-type: none"> <li>- Our Pupil Premium Grant children will match or exceed national averages for non- Pupil Premium Grant children (96+%).</li> <li>- Monitoring of attendance by Headteacher and Deputy Head Teachers, communicating effectively with Attendance Team to increase Pupil Premium children's attendance, so reducing persistent absence.</li> <li>- Referral to other professional services to support identified families.</li> </ul>
<p>To achieve and sustain improved wellbeing for all children in our school, particularly our Pupil Premium Grant children.</p>	<ul style="list-style-type: none"> <li>- All staff trained to support children's well-being and mental health.</li> <li>- Referrals made in a timely manner for professional support when identified in an individual child, or family.</li> <li>- Systems in place and embedded to</li> </ul>

	<p>support the emotional needs of children and their families.</p> <ul style="list-style-type: none"> <li>- Establish a safe space for children to retreat to when overwhelmed, where they can discuss emotions and problems. They are then able to re-engage in learning and return to their classes. This will minimise the disruption of learning for other children.</li> </ul>
<p>Improved attitude to school and learning.</p> <p>All children to have positive behaviours and respect towards others.</p> <p>To embed the children's understanding of the school's 'Words of Wisdom': Respectful, Resilient, Safe, Creative and Ambitious to create a positive school ethos.</p>	<ul style="list-style-type: none"> <li>- Support services engaged when a child is not able to regulate their behaviour.</li> <li>- Support plans for individual children struggling to cope at school and displaying disruptive behaviours.</li> <li>- Support plans to have specific strategies for individuals so they are supported to calm and re-engage in learning.</li> <li>- To minimise disruption of learning for both child and other children.</li> </ul>
<p>To offer support to EAL children to enable them to engage in learning successfully.</p>	<ul style="list-style-type: none"> <li>- Initial use of interpreters to identify needs and strategies to be used in school.</li> <li>- Local support groups information shared with parents.</li> <li>- Differentiated work provided for children.</li> <li>- 1-1 support for teaching of speaking, phonics and reading.</li> </ul>

## 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: £46,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Deputy Head Teacher(DHT) to be non-class based part time.</p> <p>The DHT will support phonics and reading development and improvement across the school.</p> <p>The DHT will train and support teachers and support staff in teaching phonics and reading.</p> <p>The DHT will monitor the reading progress of all children.</p>	<p>The Deputy Head Teacher is a highly skilled teacher, and has a proven track record, who shares good practice and oversees staff development.</p> <p style="text-align: right;">£24,620 contribution</p>	<p>1,5,6</p>
<p>Employment of two skilled and qualified teaching assistants to teach 1-1, small groups and larger groups.</p>	<p>Highly skilled teaching assistants to offer targeted support</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p style="text-align: right;">£22000 contribution</p>	<p>1,5,6</p>

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

Budgeted cost: £4,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium children to benefit from National Tutoring Programme (NTP).	NTP promotes small group or 1-1 support for children to fill learning gaps or reinforce learning. £540	1,5,6
Structured interventions: small group or 1-1 (resources).	School assessment data, teacher assessments. £1500 contribution	1,4,5,6
A planned, enriched curriculum to offer wider experiences to all children. (resources, subscriptions)	Pupil voice, PSHE assessments, teacher assessments. £2500 contribution	1,2,5,6

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

Budgeted cost: £8,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium children pay half of the costs of school arranged visits and trips.	Reduction of financial pressure on families. Improved participation in arranged experiences. Pupil Premium children benefit from experiences and make progress as a result. Pupil Premium children have greater motivation and ambition. £1260 contribution	1,2,5,6
All after school activities are free to all children.	A fully inclusive approach encourages participation of Pupil Premium children. £5120	2
Breakfast Club is free to children who are reluctant to come to school.	A soft start to the day has been successful in encouraging children to attend school. £2500 contribution	2,3
All workshops, costs of visitors to school and	A fully inclusive approach encourages participation of Pupil Premium children.	1,2,5,6

local visits are free to all children.	Reduction of financial pressure on families. £4,000 budgeted	
Subscription to Family Support Worker (FSW) Services	Evidence of improved attendance of some children. Evidence of mental health support for Pupil Premium children and their families. FSW programmes have supported Pupil Premium children's mental health and well-being and also with behaviour management strategies for the children. e.g. Zones of Regulation, Protective Behaviours £1667	3,4,5

**Total budgeted cost: £60,040**

## 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 children's in the 2020 to 2021 academic year.

Our school assessments during 2020/21 confirmed that some of the Pupil Premium children had a lower level of achievement than most non-Pupil Premium children. Because of the disruption caused to the education of the children due to the pandemic, the outcomes for Pupil Premium children were not fully realised. Our analysis of the reasons for these outcomes identifies the impact of Covid-19, 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 level we had planned. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, where class teachers taught online lessons in maths and English every day, which was aided by use of online resources such as Purple Mash, Charanga and those provided by Oak National Academy.

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
None	

## 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?	Booster teacher for reading, writing and maths.
What was the impact of that spending on service pupil premium eligible children?	Child achieved GDS in maths and reading, EXP in writing.

## 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.*