

Pupil premium strategy statement – Ryton-on-Dunsmore, Provost Williams CE Academy

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	30.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	30 th December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sherrise Cullen
Pupil premium lead	Davina Lambeth
Governor / Trustee lead	Cate Poolton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57315
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£57315

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Strategy Plan sets out to ensure that disadvantaged pupils have the appropriate support to fully access the curriculum and the wider opportunities and experiences on offer. Pupil premium funding will be used to ensure that we remove barriers to learning for our disadvantaged pupils individual needs are met to enable them to reach their full academic and social potential.

Our vision for our community is for everyone, children and adults, to flourish and shine brightly as the best and fullest version of their unique selves. We aim high and do not let circumstances limit us. In the Old Testament, we see that God created all human beings in his image as unique, loved individuals. It was God's plan for all of creation, including human beings, to flourish. God's desire is for us all to be amazing – loved, valued, represented, celebrated, and fulfilled.

At Ryton-on-Dunsmore, Provost Williams CE Academy, we have high aspirations and expectation for all our pupils. We recognise that the needs of our children are diverse, we recognise that there is no uniform profile for children eligible for PPG and as such, assign funding in a variety of ways to meet the needs of our children.

We have used research led approaches to the allocation of PPG combined with our in-depth knowledge of our children. For our children to achieve their full potential there needs to be a focus on ensuring their social, emotional development is a focus and foundation to them achieving good academic progress.

We believe every child is entitled to an ambitious curriculum, that builds a broad and rich body of knowledge. We strive to enrich this through additional experiences that give them a thirst for more and an understanding of the value of their own education.

We will use Pupil Premium funding to support our vision. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are 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.

Quality First 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 improved alongside progress for their disadvantaged peers

Challenges

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

Challenge number	Detail of challenge
1	PHONICS AND READING - Significant proportion of children do not choose to read at home which impacts on their vocabulary range, their comprehension of texts and the development of their cultural capital.
2	SEMH - A small number of pupils have SEMH needs which impact on their ability to make the most of the learning on offer these pupils have multiple needs and are also on the schools SEND register.
3	ATTENDANCE - Attendance and punctuality impacts on pupil's access to teaching and learning daily. It also impacts on the social relationships with their peers and adults, confidence and gaps in learning, pupil's fall behind their peers and a lack of aspirations and hope for their future.
4	ENRICHMENT - Limited access to wider enrichment activities, learning lifelong skills - reducing pupils' cultural capital

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><u>PHONICS AND READING</u></p> <p>To improve the number of PP pupils achieving the phonics screening check in Year 1.</p> <p>To improve the % of pupils leaving Reception at the expected phonic level.</p> <p>To improve the fluency with which pupils across the school read.</p>	<ul style="list-style-type: none"> • Increase in the % of pupils working at age related expectations in Reception and Key stage 1. • The vast majority of PP pupils, in Key stage 2 read fluently and share a love of reading. • Enhance the reading for pleasure offer through being part of reading for pleasure. • Data to show an increase in reading fluency
<p><u>SEMH</u></p> <p>To improve those pupils with SEMH needs ability to regulate.</p> <p>To improve staff's ability to support pupils with SEMH needs.</p>	<ul style="list-style-type: none"> • Pupils are able to access more of their learning alongside their peers. • Learning walks demonstrate good behaviour for learning across the school. • There is a reduction in behaviour incidents. • There is a reduction in suspensions.
<p><u>ATTENDANCE</u></p> <p>To improve the attendance of pupil premium pupils and reduce the number of pupils that are persistently absent.</p>	<ul style="list-style-type: none"> • Increase in the attendance of pupil premium children as a group. • The number of pupils that are PP and are persistently absent will reduce. • Continue to implement the rigorously the policies which in turn will reduce the number of PP pupils absence from school and lateness.
<p><u>ENRICHMENT</u></p>	<ul style="list-style-type: none"> • Increase in the % of pupils enjoying trips and visits that enhance the curriculum offer.

To improve the experiences children, encounter through a broad curriculum offer.	
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training in specific areas of SEND including SEMH.	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)	2
Staff training in Quality first teaching of pupils with SEND.	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	
CPD - adaptive teaching to support pupils to access their learning alongside their peers.	NASEN remind us that there will still be pupils with SEND who need and benefit from different resources, teaching materials and strategies to access their learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	2
Use Wellcomm screening in EYFS	The Education Endowment Foundation's (EEF) trials of oral language interventions in schools have demonstrated that pupils make approximately five months additional progress over a year, rising to six months for students from disadvantaged backgrounds. Oral language interventions Toolkit Strand Education Endowment Foundation EEF https://www.education-uk.org/documents/pdfs/2021appg-oracy.pdf	1

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

Budgeted cost: £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of nurture provision for a small number of pupils	https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf The Education Endowment Foundation's Toolkit, a summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils, has an extensive evidence base to prove the efficacy of 14 out of 34 components. Nurture groups use 10 out of these 14 effective evidence-base components as part of their provision	2
Learning mentor time to carry out: Pupil checks in's Working one to one with children Small group work Pre teach activities	Pre teach https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send Small group work https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition One to one interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2
Deliver targeted interventions for those pupils at risk of falling behind in phonics. Release time for phonics lead to continuously update and train those learning phonic sessions	Acting 'swiftly' to enable those pupils to catch up quickly. 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/news/phonics-mastering-the-basics-of-reading	1
Deliver targeted support and interventions of those pupils at risk of falling behind in reading.	https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading Acting 'swiftly' to enable those children to catch up quickly.	1

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

Budgeted cost: £14000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice as set out in the DFE's advice: 'Working Together to Improve School Attendance'.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p> <p>Time spent understanding children and family barriers to attendance, many of whom include our PP families.</p>	<p>The DFE has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>NFER research found that schools which are more successful in promoting high attainment have a number of things in common. It identified seven building blocks to success, number 3 of which is addressing attendance.</p>	3
<p>Further improve behaviour for learning to ensure pupils are motivated, independent and resilient during learning.</p> <p>Staff CPD and coaching, including Emotional coaching lead by an Education Psychologist over 2 sessions.</p>	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2
<p>Plan a structured programme of trips/visits and visitors to enhance the curriculum through varied Plan a structured A enrichment activities for our PP children.</p>	<p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	3,4

Total budgeted cost: £56300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils in previous academic year 2023 - 2024

In order to assess the impact of last year's Pupil Premium spend, the school have undertaken a variety of self-evaluation activities including, formal assessments, pupil voice, book scrutiny, lesson looks, attendance data. This information has been used to evaluate the impact.

Outcomes for PP pupils 2023-2024

Attendance

- A new policy is in place and internal monitoring shows that this policy is being implemented rigorously.
- In 2022/23 there were 12 pupils who were PP compared to 14 in 23/24 with 5 pupils new to school.
- PP attendance for this academic year was 91.2 (95.5 (all pupils)). Compared with the previous year (22/23) attendance for PP children was 88.5%. This demonstrates an increase due to the targeted spend of funding.

SEMH

- Internal monitoring shows that there has been a reduction of behaviour incidents relating to pupil premium pupils with SEMH.
- More pupils can access their learning in class along with their peers, and safe spaces are used to ensure that pupils have time when needed to regulate their emotions so that they can return to class successful.
- There has been a reduction in behaviour issues in school compared to 2022/23 with a decrease of 9 incidences over the year in 2023-24. This was because of the mentoring programme that school has put in place for a small number of pupils, the support provided in class so that children could access the learning through adult support, behaviour toolkits and nurture provision.
- There has been a reduction in suspensions in school compared to 2022/23.

Term	Number of suspensions/ total days	Number of pupils	Compared to 22/23
Autumn (1)	2	2	-2 days
Autumn (2)	2.5	2	-6.5 days
Spring (1)	1	1	-14 days
Spring (2)	0	0	0
Summer (1)	1.5	1	-2days
Summer (2)	3.5	2	+2.5 days

Phonics and Reading

- The number of pupil premium children who achieve the Phonics screening check in Year 1 has been maintained. In 22/23 50% achieved compared to 63% in 2023/24
- There was an increase in the percentage of pupils who were working at Age related expectations in Reception ready to access the phonics in Year 1. Since investing in Read, Write Inc training for all staff, the Phonics lead has been able to continue to support staff and this had a significant impact on the results.
- Reading for Pleasure form part of pupils' diet for reading alongside their reading book matched to their ability. There is a class read, and children are read to everyday.

Enrichment

All pupil premium children have accessed an experience beyond the classroom - this has included trips out and visitors attending school linked to the curriculum and wider opportunities.

Speech and Language

All children were baselined for Wellcomm, and interventions were put in place. 100% of pupils meet their targets.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Mentoring	KICK