



Pupil Premium Strategy Statement

From September 2021

School overview

Metric	Data
School name	Rye Community Primary School
Pupils in school	276 (Reception to Year 6)
Proportion of disadvantaged pupils	37.3 %
Pupil premium allocation this academic year	£135,845
Academic year or years covered by statement	2021/22
Publish date	September 2021
Review date	January 2022
Pupil Premium Lead	Lisa Nice (Pupil Premium Lead) Fran Brassleay (Lead for the recovery strategy).

Funding Overview

Recovery premium funding allocation this academic year	£14,500
Recovery premium funding carried forward from previous years (enter £0 if not applicable)	£16,447
Total budget for this academic year	£30, 947



Disadvantaged pupil performance overview (2019)

Measure	Score
Reading	-1.7
Writing	0.7
Maths	-3.9

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Meeting expected standard at KS2	Narrowing the attainment gap with non-disadvantaged peers, while securing no less than national average performance.	September 2022
Meeting higher standard at KS2	Narrowing the attainment gap with non-disadvantaged peers, while securing no less than national average performance.	September 2022
Pupil attendance in line with national average	Increasing attendance and improving punctuality whilst reducing numbers of persistence absentees.	September 2022
Embed each strategic aim over a 3 year, time frame.	<i>To achieve a positive data trend which demonstrates a significant narrowing of the attainment gap with non-disadvantaged peers.</i>	September 2024



Teaching priorities for current academic year (2021 to 2022)

Measure	Strategic aims
Quality first teaching: improve progress in reading, writing and maths.	<p>Teachers continue to identify gaps in children’s learning from Target Tracker and teach to those gaps to ensure that disadvantaged children have opportunities to catch-up.</p> <p>Maximise support provided by teaching assistants. Teaching assistants deployed to ensure less advantaged children can apply learning skills and are making progress particularly in English and maths. Progress of key pupils with a vulnerable status to be linked to TA deployment and individual children to be an academic priority for support staff.</p> <p>Training for support colleagues to be delivered in-house focusing on strategies to accelerate pupil progress including the use of high quality feedback, strategies to scaffold and support and effective questioning.</p>
Barriers to learning these priorities address.	<p>Low levels of academic resilience and independence.</p> <p>Lower starting points on entry.</p>
Projected spending	£65,000 invested in Teaching Assistants (Level 3)

Teaching priorities for 2022 to 2024

Measure	
Quality first teaching: improve progress in reading, writing and maths.	<p>Teachers quickly identify gaps in children’s learning from Target Tracker / in school assessment & monitoring systems and teach to those gaps to ensure that disadvantaged children have opportunities to catch-up. The pace of gap bursting will be accelerated year on year.</p> <p>The progress of key pupils with a vulnerable status will be linked to TA deployment through a 3 Year cycle and form an embedded aspect of the pupil premium strategy. This will be used as a driver for effective pupil progress in relation to specific pupils with a vulnerable status.</p>

Targeted academic support for current academic year

Measure	Activity	Impact
Targeted interventions: improve progress in reading and writing	Use of small group or 1:1 intervention, led by experienced teaching assistants. Literacy interventions set up by AHT for learning as part of 2020/2021 strategy to be embedded in 2021 / 2022 – cross referenced to Covid Catch-Up strategy (AHT for Teaching & Learning / FB).	<p><u>July 2022</u></p> <p>Children will be highly motivated to read for pleasure.</p>



	<p>Staff will ensure that the delivery of on line learning platforms will be prioritised for disadvantaged children within the classroom i.e. vulnerable pupils form part of the priority readers in class provision, have priority access in the classroom to Reading Eggs / Fast Phonics /Maths Seeds / Mathletics.</p> <p>Staff time to deliver this tilted responsible.</p> <p>Teachers work in phases to ensure that differentiation is used to support disadvantaged children across the phase so that they can access lessons at their level. English Lead to provide CPD support to ensure high quality teaching and learning experiences.</p> <p>Scaffolds used to support writing and differentiated questions used during Book Talk sessions. Adaptations to continue to be made to embed implementation of Literacy curriculum.</p> <p>Use of Reading Passport scheme introduced by AHT for learning to increase children’s enjoyment of reading and ensure access to high quality texts. Motivation of pupil premium readers is tracked closely within scheme to ensure an enjoyment of reading is developed.</p>	<p>Progression is evident within the reading skills and as evidenced with reading assessment systems (bio termly reading comprehension, 60 second read, phonics reading assessment).</p> <p>English lead understands their role in using data / monitoring strategies to support and challenge colleagues to improve academic outcomes.</p> <p>By July 2023</p> <p>The English lead drives whole school improvement through their subject leadership role.</p>
<p><u>Recovery Strategy</u> Targeted interventions: improve progress in reading and writing</p>	<p>Reading Eggs/Eggspress embedded across school to support a rapid recovery of lost basic skills for all. Key pupils with a vulnerable status identified as needing additional time in class to access Reading Eggs/Eggspress so that they can close the gap with pre-selected tasks. For specific children, these tasks are also tailored to match those on children’s Plan Do Review trackers. All children across school to have appropriate tasks given as part of homework to ensure that class work is reinforced and gaps are closed in reading, phonics, spelling and comprehension skills.</p>	<p>Spend £1460</p> <p>Children demonstrate a keen interest in completing tasks for homework and completion of tasks is high.</p> <p>Progress in fluency has increased, comprehension skills are improved and children achieve age-related standards in phonics in line with national expectations.</p>
<p><u>Recovery Strategy</u> Targeted support: improve progress in reading and writing</p>	<p>CGP books in reading comprehension, maths, handwriting, spelling, grammar and punctuation purchased and given to children who weren’t able to access online support during lockdown and/or have considerable gaps in learning. Children allocated specific tasks to complete that link to weekly class activities, and reinforce previous learning. Specifically, Year 6 children have been given an additional selection of CGP books to target their individualised gaps (made more significant as a</p>	<p>Spend £680</p> <p>Evidence from children’s books demonstrate progress made within particular objectives in reading and writing which support teacher assessment.</p>



	<p>result of lockdown) in the lead-up to SATs. PP learners who have not accessed on line learning are directed towards the CGP academic aids.</p> <p>Children who are absent due to Covid to access packs of CGP books to ensure that they are working at home from books as well as some personal online learning as directed from the teacher. In addition to this, children have access to Reading and Writing lessons through the class website where the activities and teacher PowerPoints are available.</p>	Children continue to close historical gaps in learning from lockdown.
<p>Targeted interventions: improve progress in maths</p>	<p>Use of small group or 1:1 intervention, led by experienced teaching assistants.</p> <p>Maths Mastery approaches to be embedded further by Maths led.</p> <p>Maths meetings are held to support the additional catch up of gaps in understanding and to close the gaps for disadvantaged children who have fallen behind. These lessons are 15 minutes long and happen every day.</p>	<p>Maths lead understands their role in using data / monitoring strategies to support and challenge colleagues to improve academic outcomes.</p> <p>By July 2023</p> <p>The Maths lead drives whole school improvement through their subject leadership role.</p>
<p><u>Recovery Strategy</u></p> <p>Targeted interventions: improve progress in maths</p>	<p>Ensure all pupils, particularly disadvantaged and additional vulnerable children, close the progress gap in maths with their non-disadvantaged peers, aiming to achieve expected standard using the National Tutoring Programme Face-to-Face Maths tuition. Teaching Personnel to support TA training so that face-to-face small group (1:3) tuition occurs for Year 6 PP/Non PP children after school hours.</p> <p>Lesson sequences individualised for small groups to ensure that gaps are closed and children can access focused, quality first teaching in addition to in-school maths lessons.</p>	<p>Spend £3500</p> <p>Children continue to make progress in maths. Gaps are closed and children have a better understanding of key concepts that they can apply to classwork.</p>
<p><u>Recovery Strategy</u></p> <p>Targeted interventions: improve progress in maths</p>	<p>The Academic Mentor supports disadvantaged and vulnerable pupils from year 1 to 6 to catch up on missed education due to COVID-19.</p> <p>Using assessment data, the Academic Mentor works in class and supports small group work out of class to ensure that additional support is given to children with specific gaps and needs.</p>	<p>Spend £5000 (On-costs associated with the recruitment of one academic mentor providing targeted support in literacy and numeracy).</p> <p>Children identified with significant gaps make progress against maths objectives not previously achieved and through specific spelling, handwriting and grammar objectives.</p>



<p>Recovery Strategy</p> <p>Targeted interventions: improve progress in maths</p>	<p>Mathseeds/Mathletics embedded across school to support a rapid recovery of lost basic skills for all. Key pupils with a vulnerable status identified as needing additional time in class to access Mathseeds/Mathletics so that they can close the gap with pre-selected tasks. All children across school to have appropriate tasks given as part of homework to ensure that class work is reinforced and gaps are closed in maths skills.</p>	<p>Spend £800</p> <p>Children demonstrate a keen interest in completing tasks for homework and completion of tasks is high.</p> <p>Progress in maths fluency has increased, problem solving and reasoning skills are improved and children reach achieve age-related standards in maths in line with end of year expectations.</p>
<p>Targeted interventions: improve progress in phonics</p>	<p>Use of differentiated phonics groups within Key Stage 1 on a daily basis.</p> <p>A phase 3 phonics group is run 2 x a week in lower key stage 2. Moving to 4 x a week in Term 3 to ensure gaps are plugged.</p>	<p>By July 2022</p> <p>Age-related standards in phonics are in line with or better than national average for the year.</p> <p>Vulnerable pupils are able to use their phonics skills to aid their reading.</p>
<p>Recovery Strategy</p> <p>Targeted interventions: improve progress in phonics</p>	<p>Additional resources purchased to support the delivery of KS2 phonic interventions to ensure that all children can read fluency and with understanding by the time they reach the end of KS2.</p> <p>KS2 to continue closing the gap with the Little Wandle scheme of learning so additional decodable books needed to support the reading across the whole school.</p>	<p>Spend £2900</p> <p>All children will respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p>
<p>Targeted intervention beyond school day as part of gap closing strategy</p>	<p>Pupil premium learners given priority slot in homework club.</p>	<p>By July 2022</p> <p>At least 70 % of children accessing homework club will have a Pupil premium status.</p> <p>There will be increased level of engagement in relation to the completion of home learning.</p>



<p>Recovery Strategy</p> <p>Targeted interventions: improve progress in reading, writing and maths</p>	<p>School Led Tutoring</p> <p>Remaining based on 22 school weeks (3 days per week) = 66 days @ £135= £8910Total Then 25% of £8910=£2,227.50. Based on 6 hours per day the hourly rate is £22.50.</p> <p>Tutor supports children across school with gaps in phonics, times tables, four operation tasks and writing support.</p>	<p>Spend £2300</p> <p>Children will have closed significant gaps in: Times table knowledge – speed and recall Phase 3-5 phonics gaps Understanding of formal methods with the four operations. Sentence construction using basic punctuation.</p>
<p>Barriers to learning these priorities address</p>	<p>Low levels of resilience and independence. Lower starting points on entry. Parental barriers to accessing technology and literacy. Gap in knowledge due to school closure in March 2020 and January 2021.</p>	
<p>Projected spending</p>	<p>£2,500 invested in resources to facilitate work of Teaching Assistants (Level 3)</p> <p>Costing for on line learning platforms (are not costed from this strategy) but form part of the Recovery Premium.</p>	

Targeted academic support for

Measure	Activity
<p>Targeted interventions: improve progress in reading and writing</p>	<p>Reading passport scheme embedded and pupils with a vulnerable status will act as reading champions to peers.</p>



Wider strategies for current academic year and as part of 3 year plan

Measure	Activity	Impact
<p>Improve parental engagement (particularly the hard-to-reach) and in turn pupil attendance and punctuality.</p>	<p>Family Liaison Officer (FLO) is in place. Attendance Team to focus on families at risk of low attendance, poor punctuality, high persistent absence.</p> <p>Teachers informed of children who are risk of low attendance, poor punctuality, high persistent absence and participate in sharing dialogue to remove academic barriers related to attendance.</p> <p>A Team around the child approach will continue to be utilised as a first response to attendance and punctuality.</p> <p>Family Liaison Officer to work closely with Pupil Premium learners and families who access an enhanced level of pupil premium funding (to ensure children / families are engaged, have academic outcomes as a high priority and feel supported in terms of pastoral outcomes).</p>	<p><u>By July 2022</u></p> <p>Attendance and punctuality will have improved for all groups including the most vulnerable as a result of targeted intervention.</p> <p>The number of hard-to-reach families will demonstrate a decreasing trend as evidenced by attendance tracking / monitoring systems.</p> <p>Parent / pupil views will demonstrate that vulnerable pupils and families feel listened to and supported in terms of pastoral outcomes.</p> <p><u>By July 2024</u></p> <p>A decreasing caseload of persistent absence will be evident within the attendance data (year on year).</p>
<p>Increase the level of positive mental health.</p>	<p>Assistant Inclusion Officer (AIO). Embed strategies and systems set up in 2020 / 2021 for supporting children with mental health needs, at risk of exclusion who have difficulty self-regulating behaviours and accessing the classroom. School staff to deepen the therapeutic thinking principles across the school.</p> <p>Targeted use of personalised programmes of support for children who are at risk of exclusion / mental health support.</p> <p>Continued sourcing of specialist SEMH advice as needed through external agencies.</p>	<p>Therapeutic thinking initiative will be integrated into school life and used consistently by staff to form positive attachments and improve SEMH outcomes for specific pupils.</p> <p>Children who have accessed support from the Pupil Mental Health First aider will be able to use taught strategies to demonstrate how they are feeling and to self-regulate an emotion or behavioural response by <u>evident July 2022 / embedded July 2023.</u></p> <p>Progress against personalised outcomes will be demonstrated with pupil views, analysis of enrichment trackers and entry / exit scaled scores.</p>



		<p><u>From September 2021 to July 2024</u></p> <p>FTE numbers will demonstrate a decreasing trend (year on year).</p>
<p>Recovery Strategy</p> <p>Targeted interventions:</p> <p>improve transition from EYFS to Year 1.</p>	<p>Ensure all reception pupils are primary school-ready with a good level of development.</p> <ul style="list-style-type: none"> • Ready 4 School Music Programme <p>Musical activities and stories embed speech and language principles and the Sounds of Intent in the Early Years music progression framework.</p>	<p>Children are supported with speech and language which increases in ability particularly for those starting at below average for their age.</p> <p>Standardised speech and language tests showed improved rates of progress for those children identified as having speech and language difficulties.</p>
<p>Improve positive play through the use of peer based coaching.</p>	<p>Creation of peer mediators. Assistant Head teacher with a pastoral brief to devise and deliver training. Assistant SENCO / AHT to ensure Year 5 children are able to fulfil the role of peer mediator and to reduce the level of low level conflict during lunchtime.</p> <p>Creation of a designated space on the playground so peer mediators are visible / accessible.</p> <p>Fortnightly meetings with AHT (pastoral brief) and Assistant SENCO to talk through <i>what is working well and what needs to change</i>.</p>	<p>A pupil led system for resolving low level conflict will be in place.</p> <p>Peer mediators will be able to use their training knowledge / expertise to resolve a low level conflict.</p> <p>A cycle of self-review will be evident throughout the academic year for peer mediators.</p> <p>With support, children will be able to demonstrate positive social skills on the playground.</p> <p><u>By July 2024</u></p> <p>Incidents of low level conflict will be quickly and effectively resolved by peer mediators.</p> <p>Children will be able to independently apply a conflict management strategy within a social situation and cascade this to their peers.</p>



<p>Increase cultural capital</p>	<p>Teachers plan enriching learning experiences including regular trips and visits. Pupils have access to experience that particularly raise their aspirations. Offer trip subsidy for families facing hardship and potential non-attendance.</p> <p>Laptops given to vulnerable pupils to assist with remote education.</p>	<p><u>From September 2021 to July 2024</u></p> <p>Expenditure will be effectively used to enable the delivery of enrichment opportunities for families facing hardship. The chance to learn in different contexts will be in place. The breadth of enrichment experiences will be increased over time.</p>
<p>Deliver Forest School curriculum</p>	<p>Provide an enriching curriculum and extend experiential learning with each year group receiving a term of Forest School provision (class bubble taken 1 afternoon a week throughout 1 term). Cascade Early Years expertise in delivery of Forest School curriculum.</p> <p>Creation of skills based FS curriculum (<i>long term aspiration</i>) which builds upon the knowledge acquired within reception throughout key stage 1.</p>	<p><u>By September 2022</u></p> <p>Early Years expertise within Forest Schools will be cascaded across key stage 1. Staff strengths will be taken account of and used to provide an enriching curriculum / extend experiential learning.</p> <p><u>By July 2023</u></p> <p>A clear progression of skills will be evident within the Forest Schools curriculum from reception to year 2.</p>
<p>Improve the gross motor skills of vulnerable learners through access to bikeability and targeted intervention</p>	<p>To implement bike ability within reception and key stage 1.</p> <p>EYFS leader and KS1 leader to ensure vulnerable pupils are a priority group, a skill based approach is delivered and progress / impact measured.</p> <p>Assistant SENCO to continue to devise personalised movement programmes to improve motor planning, balance, bilateral movement and body awareness for pupil premium / SEN learners.</p>	<p><u>By July 2022</u></p> <p>There will be an improvement in relation to motor planning, balance, bilateral movement and body awareness for vulnerable pupils as a result of targeted 'additional to provision'.</p> <p><u>By July 2024</u></p> <p>There will be robust system in place to support children with gross motor difficulties.</p>
<p>Close speech and language gaps</p>	<p>Screening of all casual admissions if language need identified on entry. Language link screening of reception intake by EFYS. Referrals to SALT when required and programme of support delivered in school by trained staff and or classroom</p>	<p><u>By July 2022</u></p>



	<p>staff. Continuation of speech and language intervention for pupils identified with a high level of need as part of class provision.</p> <p>Vulnerable pupils will continue to form a priority group for provision.</p> <p>NELI programme of support to continue into 2021 / 2022.</p>	<p>Children with language needs will be quickly identify on entry into school and access to targeted provision provided.</p> <p>There will be an improvement re: children’s language development as a result of targeted intervention.</p> <p><u>By July 2024</u></p> <p>The number of children demonstrating a speech and language difficulty within Key stage 2 will decrease over time.</p>
Increase leadership capacity for the management of disadvantage	<p>Embed initiatives within quality assurance processes. Use of monitoring schedule and coaching model (use of team teaching, shared planning meetings, structured next steps dialogue) to ensure quality first teaching is effective and meets the needs of all children.</p> <p>Pupil Progress Meetings ensure all pupils make good progress and teachers have a good understanding of individual pupil’s needs.</p> <p>SLT tilted response to ensure that interventions / coaching and monitoring systems continue to have vulnerable groups as a priority.</p>	<p><u>From September 2021 to July 2024</u></p> <p>Monitoring will demonstrate that QFT is effective and meet the needs of all children as a result of coaching / CPD opportunities.</p> <p>Data analysis will demonstrate that the gap for disadvantaged group within targeted areas will be decreasing as a result of the Pupil Premium strategy and School Improvement Plan.</p>
Barriers to learning these priorities address	<p>Low emotional wellbeing, poor self-confidence, low self-esteem. Poor levels of resilience and independence. Poor language skills on entry into Rye Primary at Nursery / Reception. Disengagement with school. Poor speech sound production. Speech, Language and Communication difficulties.</p>	
Projected spending	<p>£31,977 invested in additional assistant roles (75% of time).</p> <p>£27,000 invested in additional leadership capacity (20% of time).</p> <p>£2,000 invested in additional resources (trips, CPD,).</p>	

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching priorities	Closing gaps emerging from school closure as a result of 2 national lockdowns.	Gap closure targeted by all teachers.
Targeted academic support	Closing gaps emerging from school closure as a result of 2 national lockdowns.	Gap closure targeted through academic mentor support.
Wider strategies	Limited opportunities for school trips and visits.	Broaden access to other experiences for more children including forest school. Continue to offer enrichment opportunities through work of Assistant SENCO.

Mid-Year Review of 2021 / 2022 strategy

Aim	Outcome																								
Quality first teaching: improve progress in reading, writing and maths	<p><u>Reviewed end of T4 / 2022</u></p> <p>Data within this table is taken from Target Tracker to measure the steps of progress within read, writing and maths between pp and non pp learners.</p> <table border="1"> <thead> <tr> <th></th> <th>T1 to T4 (2021 to 2022)</th> <th>Pupil Premium</th> <th>Non Pupil Premium</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Year 1</td> <td>Reading</td> <td>3.8</td> <td>3.5</td> </tr> <tr> <td>Writing</td> <td>3.5</td> <td>3.4</td> </tr> <tr> <td>Maths</td> <td>3.4</td> <td>3.4</td> </tr> <tr> <td rowspan="3">Year 2</td> <td>Reading</td> <td>3.7</td> <td>4.4</td> </tr> <tr> <td>Writing</td> <td>2.8</td> <td>3.4</td> </tr> <tr> <td>Maths</td> <td>2.9</td> <td>3.2</td> </tr> </tbody> </table>		T1 to T4 (2021 to 2022)	Pupil Premium	Non Pupil Premium	Year 1	Reading	3.8	3.5	Writing	3.5	3.4	Maths	3.4	3.4	Year 2	Reading	3.7	4.4	Writing	2.8	3.4	Maths	2.9	3.2
		T1 to T4 (2021 to 2022)	Pupil Premium	Non Pupil Premium																					
	Year 1	Reading	3.8	3.5																					
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		Maths	3.4	3.4																					
	Year 2	Reading	3.7	4.4																					
		Writing	2.8	3.4																					
		Maths	2.9	3.2																					

Year 3	Reading	3.2	3.4
	Writing	2.7	2.2
	Maths	2.0	2.7
Year 4	Reading	4.0	3.9
	Writing	2.7	3.0
	Maths	2.7	3.4
Year 5	Reading	3.7	4.6
	Writing	3.5	3.3
	Maths	2.8	3.2
Year 6	Reading	4.2	3.8
	Writing	3.5	3.0
	Maths	3.5	3.0

There is a clear expectation in place that the English and Maths Lead target take account of the needs of vulnerable pupils when supporting staff. The English Lead continues to work with teachers to look at the quality of SEND/LA provision in English through the use scaffolds, frameworks and targeted questioning. Staff meetings are used effectively to model how to deliver a high quality lessons which provides support and challenge by the Assistant Head for teaching & learning and the English / Maths Lead.

There is a clear planning structure in for Book Talk, The Write Stuff and Maths Mastery so that children of all levels can access the learning. A relentless SLT drive is in place for this to be applied consistency across the school. Coaching will continue to be provided by the Middle Leaders and Senior Leadership Team to ensure the delivery of this aspiration.

Monitoring observations from the Maths Lead indicate that there is a greater focus on the use of manipulatives to support children's mathematical understanding. All pupil premium children are using *manipulatives* to aid their working out and this is modelled as part of the class provision across school. PP children have ownership of their learning resources within 50 % of the classes i.e. select their own use of manipulatives and use this to work out a calculation or problem.

	<p>The T4 analysis of Target Tracker statements by the Maths Lead indicate that a greater number of PP learners had achieved the multiplication objectives due to the strategic focus within this area and the use of a CPA (concrete / pictorial / Abstract) approach to maths.</p>
<p>Targeted academic support</p>	<p>Targeted academic support is based around the needs of the pupil and gives priority access to PP / SEN learners when allocating staff time / expertise by the SLT and Phase Leaders. This continues to form a core focus within the SIP.</p> <p>Review of class provision demonstrates that this is tilted whole school approach towards pupil premium learners, SEN learners and vulnerable learners towards in class support. All staff have a secure grasp of their commitment to improving outcomes for vulnerable learners as set out within this strategy.</p> <p>There is a consistence across the school with regard to the targeting vulnerable groups as part of a keep up culture within reading, writing, phonics and maths.</p> <p>Targeted academic support ensures that teachers and teaching assistants regularly share the Reading Passport text with pupil premium learners and consolidate their understanding of the text further by completing a book review as part of the tilted class based provision. Learners are keen to share their progress against their Reading Passport and will talk to staff unprompted about how many texts they have read and their enjoyment of reading. The level of pupil engagement particularly for vulnerable groups is increasing within this curriculum area as a result of this initiative (as evidenced by the Reader Leader/ AHT observations and school staff feedback).</p> <p>Initial evaluations indicate that the use of Reading Eggs/Eggspress is being used most effectively by learners within Key Stage 1 as they spend the most time on this learning platform and complete the highest number of tasks.</p> <p>Matheletics activities are being used effectively by learners to extend their mathematical reasoning and develop greater levels of maths mastery for pupil premium learners who are working at age related expectations or above.</p> <p>Intervention analysis of the targeted support provided by the academic mentor demonstrates that the recovery strategy funding is used to maximise outcomes and indicates a positive impact against gap filling for vulnerable pupils. 59 % of the objectives were securely achieved by vulnerable pupils, 36 % made partial progress and 5 % did not make progress as the focus needed to be reduced further.</p>

	<p>'Additional to' specialist support from the Assistant SENCO is personalised and targeted to secure an academic, SEMH or physical outcome. Progress is evident as a result of this as evidenced within each child's tracker.</p> <p>Targeted conversations with parents meant that 67 % of pupils who access homework club from T1 to T4 had a vulnerable pupil status (SEN, PP or SEN/PP). Online teaching and learning platforms as part of the recovery strategy spend were targeted within HW club. The level of pupil engagement and expectation around the need to complete homework has increased for reluctant learners as a result of this provision.</p>										
<p>Wider strategies</p>	<p>A proactive response to attendance means that strategic action has been taken from the start of T2 to reduce the number of lates. The school has a planned and robust strategy in place as a result of this. Close monitoring from the attendance team, the completion of late slips coupled with shared dialogue from the Attendance Officer/ FLO has resulted in a termly decline in the number of lates.</p> <table border="1" data-bbox="544 724 1440 895"> <thead> <tr> <th>Term</th> <th>Number of lates</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>199</td> </tr> <tr> <td>2</td> <td>230</td> </tr> <tr> <td>3</td> <td>87</td> </tr> <tr> <td>4</td> <td>81</td> </tr> </tbody> </table> <p>The strategic aim to decrease the caseload of pupils with a persistent absence profile remains a focus. Hard to reach families are more willing to talk through the barriers to attendance with a member of the attendance team due to the advice and guidance which is given as a first response. Attendance is challenged with parents by the school. This remains a SIP focus.</p> <p>Of the 71 children the school has continued to monitor from the end of term two, 40 of these children are Pupil Premium (56%).</p> <p>17 (42.5%) of the Pupil premium children have improved attendance 12 (30%) have stabilised but are still being monitored 10 (25%) continue to be a concern 1 (2.5%) have left</p>	Term	Number of lates	1	199	2	230	3	87	4	81
Term	Number of lates										
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In terms of staff skills, expertise for Forest Schools has been cascaded from Nursery into key stage 1. Trained staff have implemented a Forest Schools programme on a termly basis since September. Pupil based responses indicate that outdoor learning opportunities are a motivating experience. Opportunities for Outdoor Learning is maximised.

Language gaps within reception are quickly identified through the language link screening process and in class provision in place to support pupils coming into the Early Years.

The NELI programme has had a positive impact on vulnerable pupils moving through reception into Year 1. Data captured on 10/1/22 indicated an increase through the percentile scores for 7/8 learners accessing this high level provision. Within the 7 learners the least increase was 18 and the most increase was a screening score of 52.

All pupils accessing the bike ability are making progress against their skills mapped out within this targeted intervention (based on staff observations).

The language of Therapeutic thinking is an integral way of school life and used on a daily basis to help children reflect upon their actions. Children are starting to develop a greater awareness of their own actions and the consequences of this.

With regard to Fixed Term Exclusions, there have been 0 FTE and 0 permanent exclusions this academic year.

Peer mediators have used their training to resolve low level conflict on the playground and been proactive at sharing their ideas within Peer Mediator meetings.

A child centred approach to improving mental health outcomes is integrated into school life. Staff have used their Pupil Mental Health First Aider training effectively to model taught strategies to specific children and to inform risk assessment / safety planning. Children are becoming more self-aware of their SEMH and will use a taught strategy with staff guidance.



Review: last year's aims and outcomes (2020)

Aim	Outcome
Quality first teaching: improve progress in reading, writing and maths	<p>The tilting of Quality First teaching systems and strategies towards vulnerable groups of learners has ensured that all staff have a sharper focus on pupil premium learners as part of their classroom provision.</p>
Targeted academic support	<p>The delivery of the National Tutoring programme by the Assistant Head for Teaching & Learning has ensured that all Year 6 pupils have had the opportunity to access targeted academic support throughout a 2nd lockdown in addition to the remote education curriculum. 46 % of the cohort who signed up for the National Tutoring programme were pupil premium learners.</p> <p>Pupil performance data gathered by the AHT for learning demonstrated an effective use of targeted support. There was an increase in the average scaled score from the December assessment to the May assessment for all groups of learners. The Pupil Premium Girls group were the highest performing group of learners over time, their average point score increased the most. Girls made an increase of 5.8 points.</p> <p>Further targeted support was accessed via a homework club for specific learners with a vulnerable pupil status when the children returned to school after the January 2021 lockdown. The impact of this was positive as it resulted in an increased level of academic engagement for reluctant learners in relation to homework.</p> <p>The impact of the academic mentor has been positive for 2020 / 2021. 96 % of learners accessing this academic support made progress across the cohort and against their personalised learning outcomes. 58 % of the pupil premium learners achieved <u>all</u> the targeted outcomes.</p> <p>Gap filling has been a key driver for progress across the school, this will continue into the next academic year. 65.7 % of pupil premium learners across the school made <u>6 steps or more</u> of progress within Reading, 61 % made 6 steps or more of progress within writing and 61.9 % within maths. Pupil Premium learners making 5 steps of progress are outperforming non pupil premium learners within Maths.</p> <p>Targeted academic support has been increased even further this academic year through the on line programme Maths seed. Pupil feedback demonstrates that vulnerable pupils including pupil premium learners have sustained their motivation for Reading Eggs and Times Tables Rockstars throughout the academic year. The children talk about these learning platforms with enthusiasm and parents / pupils welcomed the introduction of Maths Seeds.</p>

<p>Wider strategies</p>	<p>The relentless focus on attendance ensured a positive outcome. Attendance was 98.2 % the 1st week post lockdown. This is higher than the 92 to 94 % range on the previous termly returns for attendance through a 2 year period.</p> <p>A swift response from the attendance team through each lockdown also ensured a continuity of provision for targeting poor attendance. Working in partnership has increased over time and parental engagement to tackle barriers to attendance has increased in relation to pupils with persistent absence.</p> <p>Pupils and families experiencing mental health difficulties have been fully supported by the school. An integrated system of in school support is established which takes account of the individual needs of the child and forms a Team around the child / family.</p> <p>The introduction of the NELI programme by the Early Years Leader has provided a proactive response to the language development of children starting school. Pupil premium learners form a priority group across all forms of targeted / enhanced provision. Initial observations of this approach have been positive. NELI will continue into the next academic year and a statistical judgement against impact made within the mid-year review of the 2022 pupil premium strategy.</p> <p>The Assistant Headteacher with a pastoral brief has a clear understanding of the needs of all vulnerable learners within the school and provision has been sharply focused to improve outcomes relating to SEMH, behaviour and academic resilience. The work of the Inclusion Team has had a positive impact. Progress has been evident within the Plan, Do and Review cycle of assessment and within the tracking of enrichment opportunities. Pupil dialogue continues to demonstrate that the children at Rye Primary feel valued and supported within their educational setting.</p>
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Reviewed end of T4 / 2022 (Assistant Head for Inclusion, Assistant Head for Teaching & Learning, English Lead and Maths Lead) contributed to the review of this strategy.