



Pupil Premium Strategy Statement

Reviewed March 2024

School overview

Metric	Data
School name	Rye Community Primary School
Pupils in school	237 (Preschool to Year 6)
Proportion of disadvantaged pupils	42 % 99 pupils
Pupil premium allocation this academic year	£116,400.00 (funding for 2023/2024)
Academic year or years covered by statement	2022 to 2025
Publish date	Reviewed and republished January 2024
Review date	Most recent review March 2024 Due to be reviewed September 2024
Pupil Premium Lead	Lisa Nice (Pupil Premium Lead)



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 to 2025
Meeting higher standard at KS2	Narrowing the attainment gap with non-disadvantaged peers, while securing no less than national average performance.	September 2022 to 2025
Pupil attendance in line with national average	Increasing attendance and improving punctuality whilst reducing numbers of persistence absentees.	September 2022 to 2025
Embed each strategic aim over a 3-year, time frame.	<i><u>To achieve a positive data trend which demonstrates a significant narrowing of the attainment gap with non-disadvantaged peers.</u></i>	September 2025

Teaching priorities for Years 2 and 3 (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 keep up. The pace of gap bursting will be accelerated year on year.</p> <p>Development of reading fluency and phonological awareness through the use of a robust reading strategy / whole phonic approach. Rye Community Primary School are using the Little Wandle phonics approach.</p>

Targeted academic support for current academic year 2023-24

Measure	Activity	Intended impact	Reviewed
Targeted interventions: improve progress in reading.	Data analysis used to inform which vulnerable learners / groups are an academic focus in terms of their phonic knowledge and early reading skills. Phonics interventions (small group / 1:1) set up by DHT, in consultation with English Leader / EYFS Leader.	To improve early reading skills. Greater % of pupils will pass the phonics standard at the end of key stage 1.	March 2024 Group 1



	<p>Data is tracked closely for pupils with a PP status via Little Wandle assessment systems and interventions used to target vulnerable learners. Phonic reviews are completed as part of Little Wandle school visits.</p>	<p>89% national figure for 2023.</p>	<p>9 children in Year 3-4 were working with a teaching assistant to close gaps in phonic knowledge for the Reception band.</p> <p>5 out of 9 children (55%) have moved onto the Year 1 Little Wandle scheme as they have successfully achieved assessments for Phase 2, Phase 3 and Phase 4 phonics. 2 children are still blending and segmenting Phase 2,3 and 4 phonics. 2 children are still working on Phase 2-3 phonics.</p> <p>Group 2</p> <p>11 children from Year 3-4 were working with a separate teaching assistant to close gaps in phonic knowledge for the Year 1 band.</p> <p>8 out of 11 children passed the Year 1, autumn 1 phonics assessment (73%).</p> <p>Current provision for both groups are a 20 minute phonic input and a 20 minute reading input – to be continued for rest of the year.</p>
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			<p>Group 3</p> <p>13 children from Year 5-6 working on closing gaps on spelling. 7 out of 13 (54%) passed the Year 1, Autumn 2 assessment. 6 children still had gaps in their spelling recall of certain phonetical patterns.</p> <p>Each pupil accessing enhanced provision in phonics has either a SEND / PP or combined profile.</p>
<p>Targeted support: to support progress in reading and increase fluency.</p>	<p>The development of reading fluency remains a key focus as outlined within SEND class provision maps and with regard to vulnerable learners.</p> <p>1:1 60 second reading slots provided on an individual basis at least 3 times per year. Provision provided via a bespoke programme of support and staffing allocation focused on developing reading fluency.</p> <p>Impact measured through the completion of in house tracking systems and through priority reader analysis completed by DHT.</p>	<p>Pupils will read with increased fluency as evidenced by progress data within class provision maps.</p>	<p>January 2024</p> <p>Review of priority readers completed by FB demonstrated that 22 % made accelerated progress against age related reading fluency expectations and their own baseline.</p> <p>46% had made significant progress as a result of targeted intervention against personalised data points.</p>
<p>In class provision: provide high quality teaching and learning experiences for vulnerable groups (PP/SEND/EAL).</p>	<p>Classroom provision is tilted towards gap closing for vulnerable groups of learning (PP / SEND / dual code of PP and SEND).</p> <p>Additional adult provision is used to provide small group support to model key skills needed to close gaps for vulnerable learners against target tracker profile / personalised targets in class provision map within reading, writing and maths.</p>	<p>The ability to retain and apply a knowledge point or skill will be increased for vulnerable pupils with a working memory / executive functioning difficulties.</p>	<p>March 2024</p> <p>The use of Widget as an aid for sentence structure is used across the school and as a tool to increase independence as evidenced by work samples.</p>



	<p>Planning allows key skills to be internalised and transfers from a supported to an independent application to reduce the level of dependency on adult support with a central focus on sentence building skills.</p> <p>The use of Widget as a visual aid, sentence stems, writing frames within literacy and practical modes of learning within maths will be used as a primary strategy for increasing curriculum access, understanding and increased independence.</p>	<p>There will be increased evidence of independent learning within reading, writing and maths as a result of effective planning and application of visual aids.</p> <p>SEND and PP provision / practice will be of a good standard (end point in SIP). Vulnerable pupils will have made accelerated progress against personalised outcomes.</p>	<p>The focus for increasing independence for SEND/ PP learners will need to remain a strategy focus for this year and next.</p>
<p>Targeted specialist SEND support: provide a personalised intervention to develop a cognitive / physical need.</p>	<p>CPD and strategic guidance provided by AHT for Inclusion.</p> <p>Targeted support for vulnerable learners with a complex SEND needs profile. Delivered, 2 afternoons per week from AM.</p> <p>Bespoke programmes of support for specific pupils created by AHT for Inclusion based on external agency guidance / in school observations and parental / pupil feedback.</p>	<p>A gap will be closed or a specific skills developed for learners with a complex need as a result of bespoke programmes of support.</p> <p>Evidence will be in place to aid a statutory assessment.</p>	

Targeted academic support for current academic year 2022-23

Measure	Activity	Intended impact	Reviewed
<p>Targeted interventions: improve progress in reading and writing</p>	<p>Use of small group or 1:1 intervention, led by experienced teaching assistants / academic mentor. Literacy interventions set up by DH and data outcomes used to inform which vulnerable learners / groups are an academic focus.</p> <p>Staff use the embedded delivery of online learning platforms to personalise home learning opportunities and to increase reading access to disadvantaged children within the classroom i.e. vulnerable pupils</p>	<p>By July 2023</p> <p>Children will be highly motivated to read for pleasure.</p> <p>Home learning and online learning opportunities are personalised to disadvantaged children.</p>	<p>July 2023</p> <p>Targeted pupils have increased opportunities to read in school as a result of the PP strategy.</p> <p>Vulnerable pupils are motivated to read (staff observations / feedback)</p>



	<p>form part of the priority readers in class provision, have priority access in the classroom to Reading Eggs / Fast Phonics /Maths Seeds / Mathletics. Staff time to deliver this tilted response.</p> <p>Teachers work in phases to ensure that adaptation is used to support disadvantaged children across the phase so that they can access lessons with the same ambitions and end points. 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 (bi 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>The English lead uses ongoing coaching dialogue from the AHT / Reader Leader to drive whole school improvement through their subject leadership role.</p>	<p>from children). Reading for pleasure has increased.</p> <p>Home learning has been personalised for individual pupils via on line reading platforms.</p> <p>T3 / 2023 analysis of excel documents indicated an improvement with regard to the 60 second reads.</p> <p>A robust programme of CPD has been provided for staff development and expertise from the Reader leader (AHT) and English lead has been used to support / challenge colleagues.</p> <p>Staff have clarity around the format and delivery of book talk.</p> <p>Curriculum adaptations have formed a primary strand to the CPD model with a particular focus on SEND / vulnerable learners, completed by FB.</p> <p>Curriculum end points have been identified by Deputy Head (FB).</p>
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<p>Targeted support: to support progress in reading and writing</p>	<p>CGP books in reading comprehension and grammar are available for Years 3 to 6 to enable access where there are technology barriers.</p> <p>CGP books in reading comprehension, maths, handwriting, spelling, grammar and punctuation are given to KS2 to reinforce previous learning to support home learning opportunities.</p> <p>Use of Maths SATS buster groups are used to pre-teach mathematical terminology for Year 6 and in particular vulnerable learners.</p>	<p><u>By July 2023</u></p> <p>Evidence from children’s books demonstrate progress made within particular objectives in reading and writing which support teacher assessment.</p>	<p><u>July 2023</u></p> <p>English Lead / Year 6 teacher has observed that the Year 6 pupils and less confident readers are quicker at answering reading comprehension questions / applying their inference skills within a lesson. Reinforcement of mathematical terminology has increased understanding for vulnerable pupils within a lesson.</p>
<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 lead.</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>Use of Flash Back formats for Maths to revisit curriculum knowledge within Maths meetings.</p>	<p><u>By July 2023</u></p> <p>Maths lead understands their role in using data / monitoring strategies to support and challenge colleagues to improve academic outcomes.</p> <p>The Maths lead drives whole school improvement through their subject leadership role.</p>	<p><u>July 2023</u></p> <p>Maths meetings are used to revisit curriculum knowledge. The format is accessible to vulnerable groups due to Flash Back structure. There is increased recall of curriculum knowledge.</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 well planned approach to tutoring.</p>	<p>Children continue to make progress in maths. Gaps are closed and children have a better</p>	<p><u>July 2023</u></p> <p>The use of teachers / TAs knowledge of vulnerable pupils means that tutoring</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.	understanding of key concepts that they can apply to classwork.	strategies are personalised and pupils are motivated by this strategy particularly for SEND/PP pupils within Maths. Gaps in knowledge has closed but further accelerated progress is needed year on year.
Targeted interventions: improve progress in phonics	<p>The Academic Mentor supports disadvantaged and vulnerable pupils from year 1 to 6 to catch up on missed education due to COVID-19. 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>Academic Mentor works closely with Reader Leader to analysis phonics data and deliver targeted keep up phonics lessons with a tilted focus on SEND/PP.</p> <p>Additional resources purchased this year / last year to support the delivery of KS2 phonic interventions to ensure that all children can read with fluency and 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>Children identified with significant gaps make progress through phonic phases to improve KS1 phonic outcomes and deliver a keep up ethos through key stage 2.</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>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>July 2023</p> <p>Further targeting of provision is in place through Little Wandle SEND lessons as part of Academic Mentor provision.</p> <p>Refer to data analysis on Little Wandle platform and as part of Reader Leader monitoring.</p>
Targeted intervention beyond school day as part of gap closing strategy	Pupil premium learners given priority slot in homework club.	By July 2022	Reviewed T3 / 2023



		<p>At least 60 % 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>63 % pupils accessing homework club have a PP status.</p> <p>Parental feedback is positive about homework club as an additional support strategy.</p>
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Teaching priorities for Year 1 academic year (2021 to 2022)

Measure	Strategic aims
Barriers to learning these priorities address.	<p>Low levels of academic resilience and independence.</p> <p>Lower starting points on entry.</p> <p>Parental barriers to accessing technology and literacy.</p> <p>Gap in knowledge due to school closure in March 2020 and January 2021.</p>
Projected spending	£65,000 invested in Teaching Assistants (Level 3)

Wider strategies for current academic year and as part of 5-year plan

2023 to 2024

Measure	Activity	Impact	Reviewed
Improve parental engagement (particularly	Additional funding directed towards the employment of an Education Welfare Officer in response to attendance remaining a priority area for	<u>By September 2025</u>	<u>Reviewed March 2024</u>



<p>the hard-to-reach) and in turn pupil attendance and punctuality.</p>	<p>improvement (0.2 allocation). HT / Attendance Officer to provide strategy advice to EWO around case load and agreed actions.</p> <p>Attendance Team to focus on families at risk of low attendance, poor punctuality, high persistent absence. System to be set up to recognise 100% attendance on a week by week basis.</p> <p>Teachers view attendance data / registers so they can identify children who are risk of low attendance within their class, 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 continue 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>There will be increased parental motivation to improve attendance outcomes through joint work with Rye Primary.</p> <p>Attendance data will demonstrate an increase in attendance individual children and for key families.</p> <p>Teachers have a secure understanding of which children are risk of low attendance within their class and are proactive in improving this outcome.</p>	<p>EWO and school are using attendance data effectively to identify caseload.</p> <p>Promoting the value of education to parents remains a central driver.</p> <p>A pattern of school refusal has been removed due to staff coming out of school and supporting the transition from home into school where there has been a persistent refusal.</p> <p>Average school figure for attendance is 93% (March 2024). National average 94% (data from Arbor).</p>
<p>Increase the level of positive mental health.</p>	<p>Mental Health Key Worker's role is embedded within the school (1 visit per week, 2nd year of support).</p> <p>School continue to work closely with Me and My Mind support team.</p> <p>Family Liaison Officer and AHT for Inclusion oversee the allocation of cases.</p>	<p>Children will feel able to talk about their mental health and how they feel as result of a safe space / carefully considered mental health strategy.</p> <p>There will be a decrease in the level of anxiety displayed by</p>	<p><u>Reviewed March 2024</u></p> <p>RCADS scores for Rye Primary identified a 50 % decrease in the level of anxiety / depression displayed by children.</p> <p>1st September to 5th January data analysis from MHKW service.</p>



	Cases are identified through the school's in depth knowledge of their children and families. Pupil and parent views form a central strand to the allocation of provision.	individual pupils as a result of carefully considered approaches.	
Support families and children with a particular focus on SEND.	<p>Creation of a Rye Alliance and appointment of a SEND Keyworker to work across a cluster of school. Strategy leadership for this service from (BB/KM) in relation to delivery / outcomes.</p> <p>Priority focus on pupils with a PP/SEND status.</p> <p>Direct support for children and families from SEND key worker.</p> <p>CPD from AHT for Inclusion to ensure that focus points are relevant to pupils / families in terms of SEND, strategically streamlined and have an identified end point.</p>	<p>Long term aims</p> <p>Improve the mainstream offer for children with SEND.</p> <p>Improve parental confidence in the mainstream SEND Offer.</p>	<p><u>First review will be July 2024 as strategy started January 2024.</u></p>
Raise the profile of Young Carers within the school community.	<p>Strategic focus to identify all pupils who may met the criteria for being a Young Carer.</p> <p>Joint work with Imago to raise profile of Younger Carers in school and to create opportunities for Young Carers to meet as a group within school and to access additional enrichment opportunities via Imago provision.</p> <p>Planning completed to set up a Young Carers group. Delivery of a Young Carers group to meet at least termly.</p> <p>Team structure in place re: Family Liaison Officer, AHT and Children & Young People Co-ordinator from Imago.</p>	<p>The % of pupils who meet the criteria for being a Young Carer will demonstrate a more accurate profile of need.</p> <p>Young carers and their families will feel supported as a result of group work, targeted provision and access to enrichment opportunities.</p>	<p>March 2024</p> <p>Champion for Young Carers is in place and Family Liaison Officer is focused on identifying Young Carers by the end of academic year (July 2024).</p> <p>As a result of joint communication, provision for Young Carers can now be signposted through a targeted delivery of need.</p>



2020 to 2023

Measure	Activity	Impact	Reviewed
<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 2023</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><u>February 2023</u></p> <p>PA is currently 21.4%, caseload of 49 pupils (February 2023).</p> <p>A robust system is in place to hold parents to account for attendance and to reinforce the importance of this whole school strategy aim.</p> <p><u>July 2023</u></p> <p>This remains a strategy focus for vulnerable groups.</p>
<p>Increase the level of positive mental health.</p>	<p>Assistant Inclusion Officer has embedded 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><u>February 2023</u></p> <p>Therapeutic thinking initiative is integrated into school life and used consistently by staff to form positive attachments and</p>	<p><u>February 2023</u></p> <p>Therapeutic thinking is integrated into school life and used consistently by staff to form positive attachments and improve</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>improve SEMH outcomes for specific pupils.</p> <p>Children who have accessed support from the Pupil Mental Health First aider are able to use taught strategies to demonstrate how they are feeling and to self-regulate an emotion or behavioural response.</p> <p>Progress against personalised outcomes is evidenced within risk assessment updates.</p>	<p>SEMH outcomes for specific pupils.</p> <p>July 2023</p> <p>Progress in terms of high-level behaviours are well managed for pupils with complex SEMHS needs.</p>
Increase cultural capital	<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.</p> <p>The chance to learn in different contexts will be in place.</p> <p>The breadth of enrichment experiences will be increased over time.</p>	<p>July 2023</p> <p>Trip subsidy is in place for Year 6 residential and key cultural experiences.</p> <p>Uniform is provided for vulnerable pupils if required.</p> <p>Universal breakfast is offered.</p>
Deliver Forest School curriculum	<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><u>By September 2022</u></p> <p>Early Years expertise within Forest Schools will be cascaded across key stage 1.</p> <p>Staff strengths will be taken account of and used to provide</p>	<p>July 2023</p> <p>Pupils are enthusiastic about the Forest School Curriculum and vulnerable groups have enriched experiences.</p>



		<p>an enriching curriculum / extend experiential learning.</p> <p><u>By July 2024</u></p> <p>A clear progression of skills will be evident within the Forest School 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 2023</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>There will be robust system in place to support children with gross motor difficulties.</p>	<p><u>July 2023</u></p> <p>Personalised trackers demonstrate progress for specific learners against targeted intervention in terms of gross motor development.</p>
<p>Close speech and language gaps</p>	<p>Screening of all casual admissions if language need identified on entry.</p> <p>Referrals to SALT when required and programme of support delivered in school by trained staff and or classroom staff. Continuation of speech and language intervention for pupils identified with a high level of need as part of class provision.</p> <p>Pupil premium expenditure is targeted on funding Chatter Boxes provision as an Early Years strategy.</p>	<p><u>By July 2023</u></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>July 2023</u></p> <p>Parental feedback from the Chatter Box provision is positive. Parents feel more confident to talk to their child about key vocabulary as an aid to language development.</p>



		<p><u>By July 2024</u> The number of children demonstrating a speech and language difficulty within Key stage 2 will decrease over time.</p>	<p>Bespoke SALT programmes are in place for specific learners. Small steps progress evident.</p>
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