

Pupil premium strategy statement for Ryecroft Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	48% (94 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024/25 to 2026/27 3 year plan Ongoing monitoring and reviewed annually
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Miss H Wrightson
Pupil premium lead	Miss H Wrightson
Governor / Trustee lead	Mrs P Gavins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,240
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£167,240

Pupil premium strategy plan

Statement of intent

At Ryecroft Academy we are ambitious for all pupils and expect every child, irrespective of their background or the challenges they face, to make good progress, achieve the highest possible attainment across the curriculum and develop as confident, well-rounded individuals.

We maintain a sharp focus on removing barriers and providing targeted support to enable our disadvantaged pupils to achieve these high standards. This includes continued good progress for high attaining pupils.

The activities we have outlined in this statement are also intended to support the needs of all pupils regardless of whether they are disadvantaged or not. Therefore, we expect our non-disadvantaged pupils' attainment to be sustained and improved alongside their disadvantaged peers.

High quality teaching for every child is at the heart of our plan as this has proven to have the greatest impact on closing the disadvantage attainment gap nationally. This is complimented by targeted intervention which is swiftly implemented at the point that pupil additional need is identified.

We have also developed a range of whole school initiatives and opportunities to support and enhance the personal development and wellbeing of all pupils so ensuring every child has the best possible chance to succeed.

The review of our plan is an ongoing process involving all stakeholders and is based upon robust diagnostic assessment, not assumptions about the impact of disadvantage. The outcomes for disadvantaged pupils are the responsibility of all staff and as a team we hold the highest expectations of these pupils in line with their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1.	Internal and external assessments, observations, and discussions with staff and pupils indicate that some disadvantaged pupils have greater

	difficulties with learning to read fluently and confidently compared to their peers.
2	Internal and external assessments indicate that maths attainment for some disadvantaged pupils is below that of non-disadvantaged pupils.
3	Internal and external assessments indicate that writing for some disadvantaged pupils is below that of non-disadvantaged pupils.
4.	Internal assessments and observations indicate that disadvantaged pupils have greater difficulties acquiring speech, language and communication skills, and learning new vocabulary compared to their non-disadvantaged peers.
5.	Our discussions with pupils and families have identified a gap in personal development opportunities for all pupils, particularly our most disadvantaged pupils.
6.	Our assessments, observations and discussions with pupils and their families indicate that some of our most vulnerable pupils need additional support to develop positive SEMH, (social emotional mental health), enabling them to be more resilient and ready to learn alongside their peers.
7.	Attendance data over the past 3 years shows that attendance for some disadvantaged pupils is lower than for non-disadvantaged pupils. A higher number of disadvantaged pupils have been 'persistently absent' compared to their peers over this period. Our assessments and observations indicate that absenteeism is negatively impacting some disadvantaged pupils' progress.

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
Improved reading attainment for disadvantaged pupils.	The attainment gap between disadvantaged and non-disadvantaged pupils is reduced in 2024/25 and 2025/26 in Y1, Y2 and Y6 reading outcomes. By 2026/27 Y1 and Y2 phonics outcomes for disadvantaged pupils are at least in line with non-disadvantaged pupils. By 2026/27 Y6 reading outcomes for disadvantaged pupils are at least in line with non-disadvantaged pupils.
Accelerated language acquisition for disadvantaged pupils	Disadvantaged pupils demonstrate stronger oracy skills in their work across the curriculum including applying an

including increased vocabulary.	increased vocabulary bank in all subjects. This supports increased outcomes in reading, writing and maths.
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>The attainment gap between disadvantaged and non-disadvantaged pupils in maths outcomes is reduced in 2024/25 and 2025/26.</p> <p>Internal assessments show that disadvantaged pupils are making increased progress in maths in line with non-disadvantaged pupils in 2024/25.</p> <p>By 2026/27 Y6 maths outcomes for disadvantaged pupils are at least in line with non-disadvantaged pupils.</p>
Improved writing attainment for disadvantaged pupils at the end of KS2.	<p>The attainment gap between disadvantaged and non-disadvantaged pupils in writing outcomes is reduced in 2024/25 and 2025/26.</p> <p>Internal assessments show that disadvantaged pupils are making increased progress in their writing in line with non-disadvantaged pupils in 2024/25.</p> <p>By 2026/27 Y6 writing outcomes for disadvantaged pupils are at least in line with non-disadvantaged pupils.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Higher attendance in 2024/25 for all groups.</p> <p>Reduction in PA in 2024/25 for all groups.</p> <p>The attendance gap between disadvantaged and non-disadvantaged pupils is decreased in 2024/25 and they are in line with each other 2025/26 and 2026/27.</p>
To improve and sustain wellbeing for all pupils in our school, particularly our most disadvantaged pupils.	<p>Sustained higher levels of wellbeing and readiness for learning by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • pupil and parent voice. • teacher observations and feedback regarding pupil behaviour and attitudes. • a significant increase in the most vulnerable pupils being ready to learn and confidently accessing a wider curriculum alongside their peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding in **2024/25** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all pupils learn to decode and encode as quickly as possible through the implementation of the ELS Systematic Synthetic Phonics programme. Secure stronger and consistent phonics teaching for all pupils.</p> <ul style="list-style-type: none"> • Additional purchase of ELS fully decodable texts. • Training for all staff in effective delivery of ELS programme inc. adaptations for SEND pupils. • Purchase of additional ELS resources – flashcards, tiles, magnetic letters etc. • Purchase of additional high interest supportive texts for least fluent readers in KS2. 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1
<p>Improve quality and consistency of reading teaching through the implementation of a refined and progressive reading strategy across school.</p> <ul style="list-style-type: none"> • Purchase of new reading strategy texts. • Purchase of ‘Top 30 reads’ for all year groups. • Training for all staff in effective delivery of refined reading strategy. • Purchase of resources and furniture to develop ‘love of reading and ‘reading nook’ opportunities across school. • Purchase additional high quality fiction and non-fiction texts based on pupils’ interests for classroom, library and reading areas. 	<p>The EEF guidance is based on a range of the best available evidence.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Improve quality and consistency of maths teaching</p>	<p>The DfE non-statutory guidance has been produced in conjunction with</p>	2

<p>through embedding the progressive SDI maths strategy across school. The essential knowledge pupils are expected to learn and build on year on year is made explicit.</p> <ul style="list-style-type: none"> • Training for all staff in effective delivery of maths curriculum. • Additional manipulatives and other resources to be purchased including specialist resources for SEND pupils, E.g. SNAP, Widgit. 	<p>the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improve quality of writing teaching through the implementation of a consistent approach to TfW across school starting in EYFS.</p> <p>Provide increased writing opportunities in EYFS provision including activities to develop improved gross and fine motor skills, and letter formation as appropriate.</p>	<p>The EEF guidance is based on a range of the best available evidence.</p> <p>Preparing for Literacy EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3
<p>Implement Launchpad whole class approaches to early language acquisition from F1 into KS1.</p>	<p>The EEF guidance is based on a range of the best available evidence.</p> <p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p>	4

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional ELS phonics interventions targeted at disadvantaged pupils who require further phonics support to keep up with peers age related expectations. Delivered by fully trained support staff.	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: Phonics Teaching and Learning Toolkit EEF	1
Bespoke Thrive intervention/support for the most vulnerable pupils across school to build resilience and equip pupils with the essential knowledge and skills they need to access a broad and balanced curriculum alongside their peers.	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): Improving Social and Emotional Learning in Primary Schools EEF	6

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

Budgeted cost: £67,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) for the most vulnerable pupils through a quality Thrive culture across school. SEL approaches will be embedded into daily educational practices and the most vulnerable pupils will receive bespoke Thrive intervention to support their social and emotional and mental wellbeing ensuring they are ready to learn.</p> <ul style="list-style-type: none"> • Purchase of Thrive programme including training for all staff and specific 'Train 	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): Improving Social and Emotional Learning in Primary Schools EEF	5, 6

<p>the Trainer' CPD for Lead Thrive Practitioner.</p> <ul style="list-style-type: none"> • Additional furniture, resources and materials for development of Thrive provision/room. <p>Additional resources for effective Thrive delivery across school.</p> <p>Ensure a wide range of personal development opportunities are in place for all pupils inc. Delta Stars, pupil leadership, visits/visitors, community events etc.</p>		
<p>Improve attendance for all pupils through embedding a rigorous Attendance Strategy inc. a robust pupil tracking system, ensuring supportive measures are implemented swiftly to prevent and address poor attendance. Also providing increased support for parents/carers.</p> <ul style="list-style-type: none"> • Training for the Attendance Team to enable effective implementation of the revised strategy inc. tracking system. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>working together to improve school attendance.</p>	7

Total budgeted cost: £ 167,240

Part B: Review of the previous academic year 2023/4

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during 2023/4 drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our own non-disadvantaged pupils. Although we are closing the gap and improving both expected and greater depth outcomes for our disadvantaged pupils some pupils do still not achieve as well as non-disadvantaged pupils in Reading, Writing and Maths.

We have also analysed attendance data for all groups including levels of persistent absence which shows that some disadvantaged pupils do not attend school as regularly as their non-disadvantaged peers.

We have also drawn on internal data and information such as observations and stakeholder feedback to assess wider issues impacting disadvantaged pupils' performance including their acquisition of verbal language, well-being and access to wider opportunities.

As a result of this analysis, we have reviewed our strategy plan and made changes to how we intend to use our Pupil Premium budget and additional funding this academic year.

We have identified phonics, reading, maths, writing, early language acquisition, attendance, SEMH and aspects of pupil's personal development as priorities in our pupil premium plan. These aspects are also identified as key areas in our Academy Improvement Plan so will benefit all our pupils whilst we maintain a sharp focus on closing the attainment gap and improving the wellbeing of our disadvantaged pupils alongside our non-disadvantaged pupils.