



School overview

Metric	Data
School name	Rake C.E Primary School
Pupils in school	97
Proportion of disadvantaged pupils	6 (6 FSM, 0 Ever 6, 0 LAC)
Pupil premium allocation this academic year	Total £8,310 £8,310 FSM, £0 LAC, £0 Ever 6
Academic year or years covered by statement	EYFS – Year 6
Publish date	July 2022
Review date	July 2023
Statement authorised by	Chris Hawker and David Bertwistle
Pupil premium lead	Paul Brown
Governor lead	Jeremy Cogman

Disadvantaged pupil progress scores for last academic year. There is no published data for 2021-2022 due to Covid-19.

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

Strategy aims 2022-2023:

Measure	Score
Meeting expected standard at KS2	0% (RWM combined)
Achieving high standard at KS2	0% (RWM combined)
Measure	Activity



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Priority 1	Ensure all relevant staff (including new staff) have received training to deliver a systematic, synthetic phonics scheme effectively and that the necessary resources including reading books are purchased to support the phonics teaching.
Priority 2	Work with the maths hub and maths leaders across DVSF Primary Schools to embed Teaching for Mastery using White Rose across all year groups.
Priority 3	Two trained ELSAs will be employed as of September 2022 to support the needs more fully on children eligible for PP.
Barriers to learning these priorities address	Some children have gaps in their phonics, early reading and maths due to a variety of reasons, including lost learning due to Covid-19 and Special Educational Needs. Gaps between teacher assessment and test results have been identified and will be addressed through purchasing and administering of recognised test papers.
Projected spending	£3,450



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Aim	Target	Target date
Progress in Reading	Year 6 (100% SEND) achieve national average progress scores in KS2 Reading (33%)	July 2023
Progress in Writing	Year 6 (100% SEND) achieve national average progress scores in KS2 Writing (0)	July 2023
Progress in Mathematics	Year 6 (100% SEND) achieve national average progress scores in KS2 Maths (33%)	July 2023
Phonics	Achieve National average expected standard (No PP)	July 2023
Other	Improved attendance of pupils to National Average.	July 2023

Targeted academic support for current academic year

Measure	Activity
Priority 1	Improve the quality of writing and texts used through training DVSF collaboration, moderation, quality first teaching.
Priority 2	Ensure teaching assistant and/or class teacher have received training for the maths intervention 1 st Class @ Number, and, have time allocated to deliver the maths interventions in school.
Barriers to learning these priorities address	<p>Some children have gaps in their maths learning due to the impact of Covid-19 and the instability of Y5&6 staffing.</p> <p>Not all children are producing sustained pieces of writing, in part due to the lack of high quality texts used in the teaching of writing, and also breaks in learning due to Covid 19.</p>
Projected spending	£2,845



Wider strategies for current academic year

Measure	Activity
Priority 1	Employ a second ELSA trained TA to support the mental health and wellbeing needs of children through targeted interventions.
Priority 2	Provide a breakfast club and provide support for children to attend after school clubs and trips and wrap-around care.
Barriers to learning these priorities address	Not all children eligible for Pupil Premium have their basic needs met (Maslow) to ensure they are ready physically, mentally and emotionally to learn. Not all children have access to cultural capital due to the lack of enrichment activities in their lives.
Projected spending	£2,015

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development.	Use of staff INSET days and twilight sessions, additional cover being provided by senior leaders.
Targeted support	Ensuring enough time for school maths interventions to be carried out by trained Learning Support Assistants.	Teaching assistants have interventions clearly timetabled and time is given for these interventions to take place, for the agreed length of time. This will be managed by the SENDCo.
Wider strategies	Engaging the families facing most challenges.	Working closely with the L.A and engaging support from external agencies including Early Help, Educational Psychology Service.



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Review: last year's aims and outcomes

1. Review of expenditure				
Previous Academic Year		<ul style="list-style-type: none"> 2021-2022 	£10,415	
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned and Impact of Covid-19 (and whether you will continue with this approach)	Cost
For PP pupils in all year groups to make at least expected progress.	To continue to improve quality first class teaching across all year groups. To continue to deliver a Mastery Curriculum.	<p>Teachers have received in house training, through INSET days and through staff meetings.</p> <p>Lesson observations and teacher assessments showed progress in reading, writing and maths for most pupils eligible for PP.</p> <p>Reading 50% Writing 67% Maths 50%</p> <p>(50% SEND)</p>	This approach will continue with additional staff training in phonics and wider curriculum areas planned for January 2022 for new and existing members of staff. Training in Read, Write Inc will be delivered through external providers. There are greater opportunities for the sharing of knowledge and expertise within the federation.	Total: £0



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	To purchase additional resources including reading books and online teaching resources to support teaching and learning at home and in school.	Signed up to Timetable Rockstars School library resources review Read, Write Inc		
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For identified gaps in learning to be addressed.	Varied interventions (<i>according to need</i>) to be provided by LSAs and teachers Teacher assessment and test papers	Children have made good progress in reading, maths and writing. This has been seen by the SLT through books scrutiny and through conversations with teachers within Pupil Progress meetings. It is also seen in reading and spelling standardised assessments. Teacher Assessment of KS2 reflects that children eligible for Pupil Premium are now making some progress in reading, writing SPAG and maths (although still WT in most cases, progress has been made.) Reading interventions using high quality texts have been particularly successful.	This approach will continue as it has shown to help children make progress in all year groups. Teaching assistants will continue to deliver high quality interventions in reading, spelling and maths next year. These interventions will be overseen and managed by the SENDCo. Training will be delivered in house by the SENDCo and where necessary external training will be acquired for interventions.	SENDCo support: £1,950 Teaching Assistants Salaries: £7,135



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<p>For pupils to have basic needs met (Maslow) to ensure they are ready physically, mentally and emotionally to learn.</p>	<p>Teaching assistant support available for children who need emotional support. This includes in class support and support through targeted interventions under the supervision of the SENDCo.</p>	<p>This has helped to improve attendance and children have benefitted from emotional support which has helped them to be ready to learn.</p>	<p>Emotional support has been available for children for whom it has been deemed necessary.</p> <p>The SLT/SENDCo will continue to provide advice and resources/strategies to both families and teachers to support children with anxiety.</p> <p>ELSA support is available and ongoing.</p> <p>Learning Mentors continue to provide support.</p>	
	<p>For the SENDCo/HoS to develop relationships with pupils/families. To provide/locate support. To liaise with relevant services for example Early Help.</p>	<p>The SENDCo/HoS has developed positive relationships with all families eligible for PP. Where necessary Early Help Plans have been set up and outside agency support has been acquired, including socialworkers and Early Help Family Link Workers.</p>	<p>This is an essential role as it has helped to create stability within some families.</p>	
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>



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To ensure disadvantaged pupils access enrichment experiences.	To subsidise school trips including the residential trip for Years 5 & 6.	School trips and residential have restarted, benefitting children's emotional wellbeing.	This approach will continue, as we have seen the benefits of children attending clubs and trips in the past.	£1330
	To put on additional activities such as after school clubs,			
	Pupils will take part in cultural visits.	This has restarted.	This approach will continue.	
Total Budget Cost : £10,415				