

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Middle Rasen Primary School
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	29.4% inc service +PLAC
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2026
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Rachel Moreton & Sarah Greig
Pupil premium lead	Rachel Moreton
Governor / Trustee lead	Chloe Doughty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56680
Recovery premium funding allocation this academic year	£2139
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4019
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62838

Part A: Pupil premium strategy plan

Statement of intent

- *At Middle Rasen Primary School we have high expectations and believe that all pupils should be able to fulfil their potential, regardless of their economic background. We understand that there can be a whole range of barriers that can stop children from learning and doing as well as they possibly can, these may be social, emotional or academic.*
- *Overcoming these identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We provide quality first teaching, targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital. Through our reporting, we demonstrate how and why, this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place by the school and governing board throughout the year and allows us to be critical and confident that all pupils are being given opportunities to succeed.*

Challenges

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

Challenge number	Detail of challenge
1	Limited opportunities/ life experiences beyond their home and immediate community.
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
3	Some pupils who are in receipt of Pupil Premium funding show weaknesses in learning behaviours. Some pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn and can lack self-motivation and confidence to improve.
4	For a small number of pupils school attendance is a barrier to 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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths. 1 The gap is narrowed in the progress and attainment of PP and non-PP children.	Achieve above national average progress scores in KS2 Reading/ Writing/ Maths. • All pupils are exposed to carefully planned Tier 1, Tier 2 and Tier 3 vocabulary throughout all areas of the curriculum. • Consistent implementation of excellent practice and high expectations across the school for reading.
2 Disadvantaged pupils will meet national expectations for attendance and persistent absence.	Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%). Monitoring of attendance by Head teachers, communicating effectively with EWO services in order to increase PP pupils' attendance and a decrease in persistent absence.
3.All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.	The curriculum will provide pupils with and exciting, varied curriculum. • Teachers and support staff will plan a wide range of visits, hook events and experiences to inspire and enhance learning and make it memorable. • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sourcing of additional resources and staff to enable school to best accommodate the 'bulge' year groups as they move through school.	- Evidence from Education Endowment Foundation – The EEF Guide to supporting school planning: a Tiered Approach to 2021 The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf (educationendowmentfoundation.org.uk)	1, 2
		2
3 Allocation of funds for reading books beyond phonics books.	4 Provision of quality 'real texts' for children beyond phonically decodable texts, moving away from scheme books to allow all children ready access to quality literature.	
Funding of music tuition via Rock Steady lessons	Highly motivating sessions for children to be part of a band, to explore new talents and have a chance of success out of the classroom. Music has been proven to help with dysregulation	2, 3

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

Budgeted cost: £53222

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appropriately deploy staff to support Disadvantaged pupil's pastoral needs as deemed by the school. - Pastoral support time for key individuals for at least hours a week. - Pupil data meetings for all staff 3 times a year - Leaders to support with individual targets - Pastoral support support for identified pupils	• Evidence from Education Endowment Foundation – Metacognition and Self-Regulation (+7months) • Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	2, 3
Use of appropriate professional services as deemed by the school: - Purchase of educational psychologist hours - Purchase of occupational therapist services	Children need all physical, emotional and social needs met in order to achieve academically. Assistant educational psychologist blocks have provided training for staff and work directly with children.	3, 1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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. EEF: Phonics Toolkit	2
Additional resources to provide evidence based interventions for maths.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1

Additional support for children requiring intervention (1:1 and small group support). - SENCo support for teachers - Lego therapy led by Teaching assistants - Maths and Reading interventions led by Teaching assistants and Teachers - Frequent readers led by Teaching Assistants - Language support for small groups led by Teaching assistants	• Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months) • Small group tuition EEF (educationendowmentfoundation.org.uk)	2, 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2069

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategies to support emotional and mental well-being - ELSA support - Drawing and talking -	Based on our experiences and those of similar schools', resources, additional teaching staff and outside agencies will be deployed to address the identified need. A multitude of research supports the positive impact of sport and wider activities on the emotional and mental well-being of pupils.	3, 4
Purchase of items to ensure wellbeing of children -Wellingtons - Uniform - Food to provide breakfast and KS2 snacks	Children's who's basic needs are met, thrive in school	1, 3, 4
5 All children in school to be given opportunity to participate	6 Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the	1

in activities which enhance and broaden the curriculum and their learning experiences.	funding-successfully. Education Endowment Trust Toolkit	
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Total budgeted cost: £55291

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Data for 2023 - 2024 shows that many children eligible for Pupil Premium funding made at least good progress. Whilst their attainment may not always be in line with their peers, they have made good progress from their individual starting points. The impacts previously seen due to Covid 19 are now less evident as children have received additional tuition and resources have been purchased and utilised effectively.

1. Increase participation for PP in sports and social activities

This strategy has increased physical activity for PP and other children. These children have participated in local sporting events and have been met with success. 30% of our pupil premium children access additional activities in school. 25% of our non-PP children attend an extra-curricular club. The increased participation in sporting events has meant that children are integrated socially - as evidenced by observations of sessions.

2. Social and emotional needs met – pastoral support for targeted children e.g. provision of uniform, trip costs, clubs

Research shows that children who feel included are more able to perform academically and make good progress. Wearing the school uniform and participating in the school trips supports this. Being included in social activities has helped children to improve social skills. Feedback from children, parents and our school ELSA confirms this.

3. Improved attendance for PP children

The figures for attendance for 2022/2023 showed a great improvement however this previous year (2022-2023) has seen a dip. This is due to exceptional health needs of some of our pupil premium pupils. This includes two EBSA cases, serious health needs and ongoing medical treatment. The strategies employed will continue to be used to ensure that measures taken to improve attendance for our PP children are impactful.

