

# Ripponden J&I School

## Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Ripponden J&I School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	15.1% (29)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Lorraine Bamforth Headteacher
Pupil premium lead	Lorraine Bamforth Headteacher
Governor / Trustee lead	Stephen Dry Finance governor/PP lead

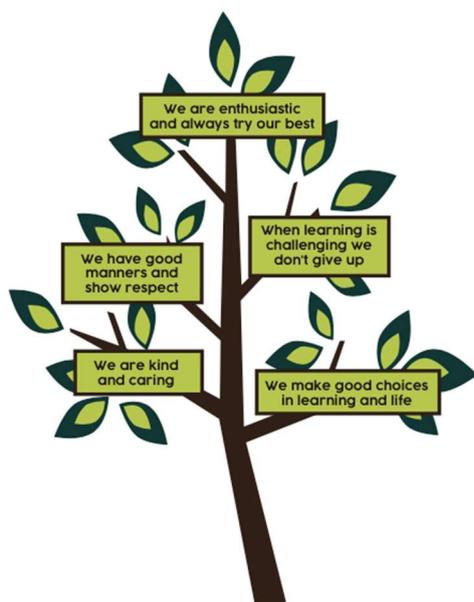
### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,315
Recovery premium funding allocation this academic year	£4060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40,375

# Part A: Pupil premium strategy plan

## Statement of intent

### BRANCH OUT BASICS



**GROWING TOGETHER  
REACHING FOR THE SKY**

At Ripponden J&I School, we live and breathe our Branch Out philosophies. These are values which we live by, through the curriculum and in our everyday lives. These values of kind and caring, showing respect, enthusiasm, resilience and making good choices, really underpin all that we do.

Irrespective of children's starting points, backgrounds, vulnerabilities and barriers to learning, we have high aspirations and ambitions for all of our pupils. We expect that our children will feel happy and safe in school and from these starting points, we believe that all children can succeed. Our dedicated and hardworking staff team work tirelessly to unlock any barriers to learning for pupils and aim to equip them with the necessary skills and values required to succeed.

We strongly believe that all learners should be able to reach their full potential within our well thought-out and planned broad and balanced curriculum. It is intended that when children leave our school, they will have had a rounded education, where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

High quality teaching and learning is at the heart of our approach for all children on a daily basis. We pride ourselves on being inclusive and supporting children in whichever way they need. This may be academically, socially or pastorally. Academic support is targeted for those who need support with their learning behaviours, those who struggle academically and also those who are more able and therefore need stretch and challenge support. This support extends to all children, irrespective of their 'status' of Pupil Premium or SEND. We have a strong pastoral team who work with children on a variety of needs; both short term and on a longer basis on a plethora of needs.

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in knowledge, lower attainment and slower rates of progress made by some pupils, which has been compounded further by the National Lockdowns due to the pandemic.
2	The proportions of pupils with impacting mental health issues have increased following the closure of schools due to the Covid pandemic
3	Lower rates of participation in extra-curricular activities for some Pupil Premium children
4	Poorly developed language and phonics skills evident in the EYFS and KS1 classes, partially due to school closures and national lockdowns

## 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																																																												
Children to make at least expected (or accelerate) rates of progress in Reading, Writing and Maths.	From, their starting points, pupils access high quality daily teaching coupled with carefully planned and timely interventions in Reading, Writing and Maths, resulting in expected (or better rates) of progress.																																																												
To narrow the attainment gap between PP pupils and non-PP pupils	<p>In the 2019 statutory assessments, school-based data, the gap between disadvantaged and non-disadvantaged was as follows:</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">School</th> <th colspan="3">LA</th> <th colspan="3">National</th> </tr> <tr> <th></th> <th>PP EXS+</th> <th>Non-PP EXS+</th> <th>Difference</th> <th>PP EXS+</th> <th>Non-PP EXS+</th> <th>Difference</th> <th>PP EXS+</th> <th>Non-PP EXS+</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>100</td> <td>80.6</td> <td>+19.4</td> <td>57.8</td> <td>77.7</td> <td>-19.9</td> <td>58.1</td> <td>76.3</td> <td>-18.2</td> </tr> <tr> <td>Writing</td> <td>80</td> <td>83.3</td> <td>-3.3</td> <td>56.6</td> <td>79.7</td> <td>-20.1</td> <td>63.3</td> <td>81.7</td> <td>-18.4</td> </tr> <tr> <td>Maths</td> <td>60</td> <td>97.2</td> <td>-37.2</td> <td>62.5</td> <td>82.3</td> <td>-19.8</td> <td>63.1</td> <td>82.0</td> <td>-18.9</td> </tr> <tr> <td>RWM</td> <td>60</td> <td>75</td> <td>-15</td> <td>44.4</td> <td>69.3</td> <td>-24.9</td> <td>47.0</td> <td>68.6</td> <td>21.6</td> </tr> </tbody> </table> <p>The progress for these children is as follows:</p>		School			LA			National				PP EXS+	Non-PP EXS+	Difference	PP EXS+	Non-PP EXS+	Difference	PP EXS+	Non-PP EXS+	Difference	Reading	100	80.6	+19.4	57.8	77.7	-19.9	58.1	76.3	-18.2	Writing	80	83.3	-3.3	56.6	79.7	-20.1	63.3	81.7	-18.4	Maths	60	97.2	-37.2	62.5	82.3	-19.8	63.1	82.0	-18.9	RWM	60	75	-15	44.4	69.3	-24.9	47.0	68.6	21.6
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Pupil E	Pupil D	Pupil C	Pupil B	Pupil A	
3C*~	3C	3C*+	2B	2C	KS1 Reading
EXS	EXS		WTS	WTS	Y3 Reading
GDS	EXS		WTS	WTS	Y4 Reading
EXS	EXS	EXS	EXS	WTS	Y5 Reading
GDS	EXS	EXS	EXS	EXS	KS2 Reading
Expected	Less than expected	Less than expected	Expected	Better than expected	Progress
2A*~	3C	2B*+	2C	2C	KS1 Writing
EXS	EXS		WTS	WTS	Y3 Writing
EXS	GDS		WTS	WTS	Y4 Writing
EXS	EXS	EXS	WTS	WTS	Y5 Writing
EXS	EXS	EXS	WTS	WTS	KS2 Writing
Expected	Less than expected	Expected	Expected	Expected	Progress
2A*~	3C	2A*+	2B	1B	KS1 Maths
EXS	EXS		WTS	WTS	Y3 Maths
EXS	EXS		WTS	WTS	Y4 Maths
EXS	EXS	EXS	EXS	WTS	Y5 Maths
EXS	EXS	EXS	EXS	WTS	KS2 Maths
Expected	Less than expected	Expected	Expected	Expected	Progress

\*KS1 assessed at a different school.

+Child was on a Child Protection Plan.

~ Child was hospitalised for much of her Year 5 and Year 6 time with us.

While (other than maths) our differences between PP and non-PP children are lower, it is important to note that these figures are dynamic and with there being such small numbers, the data can seem a little skewed (eg, 100% EXS+ in reading seems excellent, but there were only 5 children, similarly 60% in maths isn't great, but that means that only 2 of the PP didn't get it, but 3 did etc). Our aim is to ensure that we minimise the difference between the PP and non-PP children.

<p>That mental health and well-being remains high on the school's agenda for all stakeholders and pupils are well supported.</p>	<p>That school has a designated and appropriately trained staff member responsible for prioritising the well-being of pupils and staff.</p> <p>The principles of the Carnegie mental health award are embedded.</p> <p>Mental health remains a priority at child, parent, staff and governor level with a named governor.</p> <p>Mechanisms are set up to support the mental health of children, staff and families.</p> <p>Pupils feel that their well-being and mental health is well supported. They know how to seek support.</p> <p>The role of the Pastoral Lead and Learning Mentors are less reactive and follows a more pro-active approach. Although there will always be elements of these roles which requires a reactive one.</p> <p>Pupil well-being and mental health is strong compared with local and national data. Evidenced by the annual Electronic Health Needs Assessment (Year 5/6 and compared to Calderdale)</p>
<p>Opportunities for PP children to widen their extra-curricular experiences are frequent.</p>	<p>PP pupils are the highest priority for requesting places at an extra-curricular club where sessions are offered free of charge. Any fee-paying extra-curricular clubs have fees waived for PP children.</p> <p>All trips and visit are either fully funded or part funded for PP pupils so that attendance at these are not financially limiting for families.</p> <p>Over time, PP pupils have a wide range of experiences outside of the school day by attendance at clubs.</p>
<p>Language and phonics skills are well developed among disadvantaged pupils</p>	<p>Observations and assessments show that language acquisition and formation has improved over time.</p> <p>Vocabulary has improved due to language rich environments and specific language interventions.</p> <p>The teaching of phonics and early reading is systematic and progressive, allowing more children to access the skills needed to become independent, confident and fluent readers.</p>

## 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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure high quality training and CPD for all teaching staff</p> <p>£4000 budget for this, to include SENCO accreditation, as the majority of the PP children are also SEND.</p>	<p>There is extensive evidence supporting the impact of high quality teaching on progress of all children. The EEF Pupil Premium guide which focusses on Quality First Teaching with targeted support closely linked to classroom teaching.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p> <p>Planned training (and subsequent release) includes – text-based English, subject specific curriculum and network meetings, White Rose Maths Mastery training, specific Teaching Assistant training, S&amp;L training, behaviour for learning training, phonics training.</p>	<p>1, 4</p>
<p>To research, source, buy, implement and embed a synthetic phonics programme for EYFS, KS1 and early reading</p> <p>£6000 budget for this, including the phonetically-matched reading books</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Given the emphasis on the ways we teach phonics and the gaps we have noticed through lockdowns and periods of school absence, it is imperative that we research a DFE approved systematic, synthetic phonics programme and implement it effectively in school. We need to ensure absolute fidelity to the scheme and have all members of staff who may be delivering it trained effectively. We must ensure that we purchase reading books which are absolutely tailored to the sounds that the children are learning in order to build in success for each child.</p>	<p>1, 4</p>

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

Budgeted cost: £23, 858

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HLTAs and TAs are employed across the school day to offer targeted intervention across the school, based on a needs analysis. Also, working strategically across classrooms to offer intensive support within the classroom setting, working alongside the classroom teacher</p> <p>£15,000 contribution to HLTA/TA costs from PP fund.</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, to those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group intervention to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1, 4
<p>A qualified teacher is employed to offer school-based tutoring to children in receipt of Pupil Premium and other children who would benefit</p> <p>£3858 cost for the teacher</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p>Using the school-based tutoring fund, the teacher works with children from KS1 and KS2 on specific gap analysis work. Evidence shows that children who are in small groups benefit from the collaborative learning approaches and can have an impact of +5 months. This, when tailored precisely to their needs should be able to close their gaps in learning quickly.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>There are certain cases where the tuition is 1:1 and this is heavily evidence-based too –</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1, 4
<p>To work with LINGO, specific speech and language service on early identification, training and interventions for children at all stages with their</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Work brokered through the cluster will enable the SLT with the SENCO to identify children in need of support</p>	4

speech and language needs  £3000 budget for this, to include training, resources and release time.	and intervention. Relevant staff will be trained in the identification and each of the interventions and then these will be delivered by well trained and competent staff. Language skills will improve and therefore have a knock-on effect in other areas of the curriculum.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23, 924

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A Pastoral Support Lead in school every day to work with individual children, small groups of children and families. Also supporting classroom based staff to support children in need of pastoral support in school.</p> <p>Salary costs of the pastoral lead - £17,424</p> <p>Learning mentor PP contribution - £4,000</p>	<p>The NFER's research- recovering from Covid-19: What Pupils and Schools need now reported that 'there are widespread concerns for pupils' well-being and mental health'</p> <p><a href="https://www.nfer.ac.uk/media/4593/covid19_what_schools_and_pupils_need_now_policy_briefing.pdf">https://www.nfer.ac.uk/media/4593/covid19_what_schools_and_pupils_need_now_policy_briefing.pdf</a></p>	1,2 and 4
<p>Well being is a high priority in school and was throughout the pandemic. The Peer Mentoring programme is being re-established, allowing children to have a peer to talk to when then need it. This is in addition to the Learning Mentor programme we have up and running, which supports children proactively as well as reactively. SULP and social groups established to develop emotional literacy.</p> <p>Costed above in HLT/TA costings</p>	<p>Anna Freud's publication around supporting pupils mental health and well- being following the impact of the pandemic.</p> <p><a href="https://www.annafreud.org/media/12070/coronavirus-wellbeing-final.pdf">https://www.annafreud.org/media/12070/coronavirus-wellbeing-final.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p><a href="https://www.annafreud.org/schools-and-colleges/peer-support/1-introduction-to-peer-support/">https://www.annafreud.org/schools-and-colleges/peer-support/1-introduction-to-peer-support/</a></p>	1,2 and 4

<p>Access to free extracurricular clubs, trips and visits for eligible pupils.</p> <p>Annual cost of £2500 towards PP clubs, trips and residential.</p>	<p>Gill Main, University of Leeds 2018 conducted a study into disadvantaged families and found that children within these families were:</p> <p>6.7 times more likely to have pretended to their friends that they did not want to do something that cost money along with being 4.4 times more likely to miss out on social activities.</p> <p>Taking out the cost element of extra-curricular events, allows the children to have better access to a wider curriculum and opportunities.</p> <p><a href="https://theconversation.com/parents-and-children-living-in-poverty-have-the-same-aspirations-as-those-who-are-better-off-103897">https://theconversation.com/parents-and-children-living-in-poverty-have-the-same-aspirations-as-those-who-are-better-off-103897</a></p>	<p>3</p>
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**Total budgeted cost: £55, 782**

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 21 and any internal data will not be used to hold schools to account.

Due to the comparatively small number of children in receipt of the pupil premium funding at Ripponden J&I School, comparing data against a cohort is not entirely helpful, as the class with the largest proportion of PP children, is 5 pupils. Naturally, the impact of school closures due to the global pandemic, has had an impact on the progress and attainment of pupils across school.

The table below shows the Pupil Premium children's internal assessment data, at the end of the academic year 2020/21. It is important to note the high proportion of Pupil Premium children who are also on the SEND register.

	Number of PP children	Reading		Writing		Maths		Proportion of PP children who are also SEND
		Below ARE	At or above ARE	Below ARE	At or above ARE	Below ARE	At or above ARE	
<b>Year 1</b>	5	60%	40%	60%	40%	60%	40%	3 – 60%
<b>Year 2</b>	4	50%	50%	50%	50%	50%	50%	2 – 50%
<b>Year 3</b>	3	66%	33%	66%	33%	66%	33%	2 – 66% one being EHCP
<b>Year 4</b>	5	60%	40%	60%	40%	60%	40%	3 – 60% one being EHCP
<b>Year 5</b>	3	66%	33%	66%	33%	66%	33%	2 – 66%
<b>Year 6</b>	4	75%	25%	75%	25%	75%	25%	3 – 75%

As the majority of our Pupil Premium children are also SEND children it makes it a little trickier to analyse as clear groups. In all that we do, we are aiming to diminish the gap between PP and non-PP children.