

Ripponden J&I School

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	187
Proportion (%) of pupil premium eligible pupils	12.8% (24)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Lorraine Bamforth Headteacher
Pupil premium lead	Lily Smith
Governor / Trustee lead	Sue Rosborough PP lead

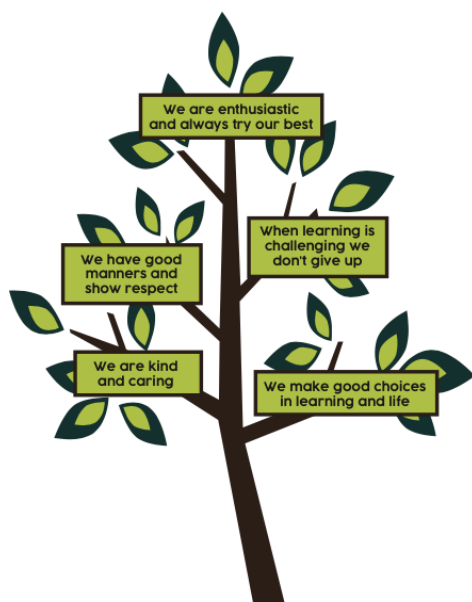
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,197
Recovery premium funding allocation this academic year	£4964.98
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£36,161.98

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	Internal and external assessment revealed that disadvantaged pupil's attainment in reading, writing and maths is lower than non-disadvantaged pupils.
2	Conversations with teachers and evidence from parents evening, subject events and other open events have shown that parental engagement for our lower attaining children, some of which are disadvantaged, is lower, therefore impacting the educational support at home.
3	The proportions of pupils on the SEND register for Social and Emotional Mental Health has increased from 14% in 2021/22 to 52% as a primary or secondary need in 2023/24. 20% of our pupil premium children are on the SEND register.
4	Although extracurricular activities are tailored towards our pupil premium children, without a targeted approach from adults, the opportunities are not always taken advantage of.

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 good/accelerated progress in reading, writing and maths to minimise the attainment gap.	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.
That parental engagement with parents of children who are disadvantaged is always of high importance by every member of staff.	Parents of children who are disadvantaged are offered additional meetings with teachers termly to discuss progress and support at home. If children cannot access the internet at home, paper copies of homework and additional support will be sent home. School behaviour policy will be used to reward work at home and appreciation messages will be sent to parents.
That mental health and wellbeing is high on the school agenda, and teachers are equipped with knowledge and	Ripponden School has a designated and appropriately trained staff member responsible for prioritising the well-being of pupils and staff. The principles of the Carnegie mental health award are embedded.

<p>expertise to support children's mental health.</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. Peer mentoring is in place for children to seek mental health advice from our eldest pupils who have been skilfully trained to support others.</p> <p>The role of Learning Mentor is 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>We have an MHST from Open Minds working in school on a Thursday every week, allowing further pastoral and mental health work. This includes direct work with parents and children on parent-led CBT and work on anxiety and self-esteem.</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>All pupil premium children attend an extra-curricular activity termly.</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 is 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>

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: £11 250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure high quality training and CPD for all teaching and support staff</p> <p>£3000</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>1, 4</p>

	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>Planned training (and subsequent release) 2023/24 includes –</p> <ul style="list-style-type: none"> • Dyscalculia Training • Sensory processing needs training. • White Rose Maths/Science training and updates to the curriculum. • SEND across the curriculum training (with a focus on new approaches in science) • Geography and History curriculum training • Mental Health in Schools training 	
<p>To be part of the Mastering Number Working Group from White Rose Maths</p> <p>£2500 budget for release and resources</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>Training for the programme, release costs and Reckenreck purchases to support.</p>	1, 4
<p>Implementation of a DFE validated Phonics scheme to ensure a consistent approach within a carefully planned structure.</p> <p>£750</p>	<p>Little Wandle is the chosen phonics scheme used throughout school and we follow each intervention to that offers additional support to close the attainment gap between disadvantaged and non-disadvantaged. This will continue to be a priority in 23/24.</p>	1
<p>CPD for Class Teachers to include SEMH strategies into their teaching.</p> <p>£5 000 (not sure about this cost)</p>	<p>Since the 2020 Pandemic, Mental Health in schools is on the rise. We can see from our 2023/24 SEND register, that a large proportion of our children are on the register for SEMH.</p> <p>The DFE have promoted and published mental health resources for school in 2023 which we will be ensuring are implemented and embedding in our everyday teaching. Those children who are disadvantaged make up 20% of our SEND register.</p> <p>OpenMinds Calderdale offer CPD to staff which we will be taking up. In the years 2023/24 OpenMinds will deliver training in:</p> <p>Anxiety in Young People</p>	3

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

Budgeted cost: £25 725

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>£25 000 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>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 3
<p>To work with Open Minds Calderdale and LINGO to implement strategies that are recommended by professionals to support children's mental health and well-being.</p> <p>LINGO- £725</p>	<p>Evidence consistently shows that supporting speech and language and mental health needs early, particularly in the early years, is crucial for a good development and removing barriers to education later in their primary years.</p> <p>https://educationendowmentfoundation.org.uk/news/sound-foundations-supporting-the-early-years-sector-to-make-best-use-of-the-evidence</p>	3

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

Budgeted cost: £4 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Well-being is a high priority in school. The Peer Mentoring programme is being re-established, allowing children to have a peer to talk to when then</p>	<p>Anna Freud's publication around supporting pupils' mental health and well-being following the impact of the pandemic.</p> <p>https://www.annafreud.org/media/12070/coronavirus-wellbeing-final.pdf</p>	1 and 3

<p>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>P4C Approach</p> <p>Costings for training delivered by headteacher: 45-minute sessions x 5 weeks: £1 500</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://www.annafreud.org/schools-and-colleges/peer-support/1-introduction-to-peer-support/</p>	
<p>Access to free extracurricular clubs, trips, and visits for eligible pupils.</p> <p>Annual cost of £3000 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>https://theconversation.com/parents-and-children-living-in-poverty-have-the-same-aspirations-as-those-who-are-better-off-103897</p>	3

Total budgeted cost: £40 975

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Previous Strategy Intended Outcomes:	Outcomes from the 3-year plan from 2021-2023:
<p>Children to make at least expected (or accelerated) rates of progress in Reading, Writing and Maths.</p>	<p>The KS2 Year 6 SATS results 2023 showed that our disadvantaged children who achieved expected/greater depth was above the national average.</p> <p><i>The National average for disadvantaged children achieving expected in reading was 64%. Our school achieved 72%.</i></p> <p><i>The National average for disadvantaged children achieving expected in writing was 54%. Our school achieved 67%</i></p>

	<p><i>The National average for disadvantaged children achieving expected in maths was 59% Our school achieved 67%</i></p>
<p>That mental health and well-being remains high on the school's agenda for all stakeholders and pupils are well supported.</p>	<p>Mental health concerns have continued to increase within the school. From thorough analysis of those on the SEN Register for SEMH, the main factors having an impact include anxiety, home issues including the Cost-of-Living Crisis and a higher number of referrals and diagnoses of additional needs such as ADHD/ASD.</p> <p>Ripponden School established an impactful peer support programme which allowed children the opportunity to support their peers and put key strategies to help mental health in place in the classroom. The learning mentor approach was used to support children with low social skills.</p> <p>In this strategy, mental health is still of high importance. We will now look at how we can improve mental health on a whole class level using Open Minds Calderdale to access CPD for teaching staff and workshops for KS2. Allocated time will be given to fostering a more empathetic classroom. A restorative approach, as evidenced in our behaviour policy, is always of high importance in the classroom.</p> <p>A learning mentor will still be available but will be used on a more flexible approach for those children who are spiking week by week, decided in teacher meetings when vulnerable children are discussed.</p>
<p>Opportunities for PP children to widen their extra-curricular experiences are frequent.</p>	<p>In the year 22-23 97% of disadvantaged children attended one or more clubs.</p> <p>The Pupil Premium funding was allocated appropriately each year to ensure all disadvantaged children can access any trips, after school clubs and enrichment programmes at no cost.</p> <p>This is still a key priority on our 2023-2026 plan.</p>

This details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

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 7 pupils (Year 4). 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 2022/2023. 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	
Reception	1	0%	100%	0%	100%	0%	100%	0%
Year 1	1	100%	0%	100%	0%	100%	0%	100% (1)
Year 2	5	100%	0%	100%	0%	75%	25%	4- 2 EHCP's
Year 3	8	0%	100%	50%	50%	25%	75%	1
Year 4 (5 now)	4	25%	75%	50%	50%	50%	50%	0%
Year 5	3	66.6%	33.3%	66.6%	33.3%	66.6%	33.3%	1- 1 EHCP
Year 6	6	33.3%	66.6%	33.3%	66.6%	33.3%	66.6%	2- 2 EHCPs

As a large proportion 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. We have seen that in the data from Year 6, the gap was narrowed, and we were above-national average for Reading, Writing and Maths, for the amount of our disadvantaged children that were EXS/GDS in each core subject.

Externally provided programmes.

Programme	Provider
CPOMS	CPOMS Safety Limited
White Rose Maths Hub	White Rose Maths
White Rose Science Hub	White Rose Science

Little Wandle Phonics Programme	Little Wandle
Kapow Primary	Kapow Primary
Charanga	Charanga LTD
Classroom Cypad	Cypad Meal Selection
Travel Tracker	Living Streets