

Pupil premium strategy statement

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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Rydal Academy
Number of pupils in school	626 (at time of census)
Proportion (%) of pupil premium eligible pupils	47.9 (at time of census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – July 2024 (Reviewed and revised annually in July)
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Local Governing Body
Pupil premium lead	John Armitage (Headteacher)
Governor / Trustee lead	Mark Gray (Learning & progress)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£420,495
Recovery premium funding allocation this academic year	£44,080
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	£464,575

Part A: Pupil premium strategy plan

Statement of intent

(Swift Academies Pupil Premium Policy)

Mission statement

Swift Academies aims to overcome barriers to achievement, particularly socioeconomic factors. To this end the pupil premium is integral to the aims of the Trust.

At Swift Academies all pupils, including the most severely disadvantaged and the highly gifted, are regarded as unique individuals and receive both challenge and support designed to meet their needs. As members of the Swift Academies, pupils have full access to and experience of the curriculum regardless of race, class, gender, physical ability and religious belief; we promote a sense of self-esteem, responsibility and tolerance in young people; the Trust values and challenges the individual to achieve the highest levels of attainment whatever their starting point.

Background

The most important factor in predicting a child's future academic attainment is prior attainment.

The next most important factor is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is commonly associated with other factors which can influence children's outcomes: ill health; family stress; low levels of parental education and parental involvement in their children's education; low levels of cultural and social capital; and low aspirations.

General Principles

- Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability.
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
- Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
- In providing support we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.

School context

The percentage of pupils who are eligible for Pupil Premium funding at The Rydal Academy is more than double the national average. The school deprivation indicator puts the school on the 80th percentile and indicates that pupils are considerably more deprived than the national average.

Challenges

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

Challenge number	Detail of challenge
1	The attainment gap to age related expectation from Nursery entry and Reception baseline.
2	Low level of oral language skills, breadth of vocabulary and use of the written word.
3	Access to enrichment activities and experiences to enhance learning and increase knowledge and understanding of the world.
4	Family capacity to support development due to financial or environmental factors.
5	Low school attendance and persistent absenteeism.
6	Access to childcare, to provide family support, and extended social/learning opportunities.

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 close the attainment gap for Pupil Premium pupil's through high levels of progress in Reading.	Pupil Premium progress (school) is above all pupils (national) in Reading.
To close the attainment gap for Pupil Premium pupil's through high levels of progress in Writing.	Pupil Premium progress (school) is above all pupils (national) in Writing.
To close the attainment gap for Pupil Premium pupil's through high levels of progress in Maths.	Pupil Premium progress (school) is above all pupils (national) in Maths.
To ensure high levels of attendance.	Pupil Premium attendance (school) is above all pupils (national)

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: £232,288

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Spelling shed and Nelson handwriting scheme.	Education Endowment Foundation: Feedback (+6 months); Mastery learning (+5 months)	1, 2
Extensive professional development focussing on high quality teaching, assessment and curriculum through Curriculum Lead, Teaching & Learning Lead and SENCO mentoring for subject leads, teachers and Teaching Assistant's.	Education Endowment Foundation: Feedback (+6 months); Mastery learning (+5 months); Collaborative learning approaches (+5 months); Peer tutoring (+5 months); Metacognition & self-regulation (+7 months);	1, 2, 5
To extend pupils opportunities to read through promotion of reading / Reading Eggs.	Education Endowment Foundation: Reading comprehension strategies (+6 months);	1, 2, 3
Extension and replenishment of IT hardware and infrastructure	Education Endowment Foundation: Feedback (+6 months); Mastery learning (+5 months); Within class attainment grouping (+2 months); Individualised instruction (+4 months)	1, 2, 3
Increase in curriculum budgets to resource a high-quality curriculum.	Education Endowment Foundation: Feedback (+6 months); Mastery learning (+5 months); Collaborative learning approaches (+5 months); Peer tutoring (+5 months); Metacognition & self-regulation (+7 months); Arts participation (+3 months); Physical activity (+1 month)	1, 2, 3, 5
Extensive extra-curricular programme covering all areas of the curriculum for Reception to Year 6 pupils.	Education Endowment Foundation: Arts participation (+3 months progress); Extending school time (+3 months progress)	3, 4, 6
Access school trips and enrichment activities.	Education Endowment Foundation: Arts participation (+3 months progress); Mastery learning (+5 months)	3, 4

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

Budgeted cost: £89,751

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention support to develop oracy, written word and reading fluency: Nuffield Early Language intervention (Reception), Reading and phonics support (KS1/2)	Education Endowment Foundation: Oral language intervention (+6 months); Teaching Assistant Interventions (+ 4 months)	1, 2
Looked After Children mentoring	Education Endowment Foundation: Mentoring (+2 months progress)	1
National Tutoring Programme School-led Tutoring focus: Reading Y1-6; Y1/2 phonics booster sessions Y3/4 Maths timetables, Y5/6 Writing feedback (<i>50% through additional ring-fenced funding</i>)	Education Endowment Foundation: Small group tuition (+4 months progress); One to one tuition (+5 months progress); Feedback (+6 months)	1, 2
Learning Village resource to be accessed in the initial stages of English.	Education Endowment Foundation: Oral language intervention (+6 months); One to one tuition (+5 months progress)	1, 2

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

Budgeted cost: £142,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated Safeguarding Lead release to deal with CP issues and support vulnerable families.	Education Endowment Foundation: Social and emotional learning (+4 months progress); Parental engagement (+4 months progress)	4
Free access to school bus service to support vulnerable families attendance.	Improved access to education through regular attendance.	4, 5
Wraparound care through Breakfast Club and Youth Club.	Education Endowment Foundation: Extending school time (+3 months progress)	4, 5, 6

Total budgeted cost: £464,575

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 2022 to 2023 academic year.

<p>To close the attainment gap for Pupil Premium pupil's through high levels of progress in Reading. Pupil Premium progress (school) is above all pupils (national) in Reading. – achieved.</p> <p>To close the attainment gap for Pupil Premium pupil's through high levels of progress in Writing. Pupil Premium progress (school) is above all pupils (national) in Writing. – not achieved.</p> <p>To close the attainment gap for Pupil Premium pupil's through high levels of progress in Maths. Pupil Premium progress (school) is above all pupils (national) in Maths. – not achieved.</p> <p>To ensure high levels of attendance. Pupil Premium attendance (school) is above all pupils (national) – Pupil Premium attendance was 91.4% against school overall of 91.0%, National overall of 94%</p>

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	See Pupil Premium Strategy outcomes review box on previous page.
What was the impact of that spending on service pupil premium eligible pupils?	Group size is too small to be statistically significant.

Further information (optional)

This report should be read in conjunction with:

Primary PE and Sports Premium Strategy

School Self-evaluation Form and Strategic Action Plan

[Teaching and Learning Toolkit | EEF](#)