

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	The Rydal Academy
Number of pupils in school	570 (at time of census)
Proportion (%) of pupil premium eligible pupils	50% (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	4 th October 2021
Date on which it will be reviewed	July 2022
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	£384,670
Recovery premium funding allocation this academic year	£82,650
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	£467,320

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.

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
Reading CPD for all staff to focus on revisiting use of expert reading strategies and developing KS2 staff knowledge of phonics.	Education Endowment Foundation: Reading comprehension strategies (+6 months); Phonics (+5 months progress)	1, 2
Teaching staff to revisit Magenta principles training following 2 years working with Covid-19 risk assessment restrictions to teaching practice.	Education Endowment Foundation: Feedback (+6 months); Mastery learning (+5 months); Collaborative learning approaches (+5 months); Peer tutoring (+5 months)	1, 2
Extension of phonically decodable reading books in Reception.	Education Endowment Foundation: Phonics (+5 months progress)	1, 2

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

Budgeted cost: £332,696

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention or in class support for any children not making expected progress with a priority focus on Nuffield Early Language intervention (Reception), Reading and phonics support (KS1/2)	Education Endowment Foundation: Small group tuition (+4 months progress); One to one tuition (+5 months progress); Phonics (+4 months progress) Teaching Assistant Interventions (+ 4 months)	1, 2
Provide in house Speech, Language and Communication Advisory support.	Education Endowment Foundation: Oral Language Interventions (+6 months progress)	1, 2
Looked After Children mentoring	Education Endowment Foundation: Mentoring (+2 months progress)	1
National Tutoring Programme School-led Tutoring (<i>Through additional ringfenced funding</i>)	Education Endowment Foundation: Small group tuition (+4 months progress); One to one tuition (+5 months progress)	1

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

Budgeted cost: £124,624

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated Safeguarding Lead is released 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
Access school trips and enrichment activities.	Education Endowment Foundation: Arts participation (+3 months progress)	3
Free access to school bus service to provide support for vulnerable families to access schooling.	Improved access to education through being able to regularly attend school.	4, 5
Extensive extra-curricular programme in place to extend pupils learning and progress 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, 6
Wraparound care through Breakfast Club and Youth Club during the academic year.	Education Endowment Foundation: Extending school time (+3 months progress)	6

Total budgeted cost: £ 467,320

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.

Pupils have open access to appropriate school trips and enrichment activities.
Success criteria met – No trips took place due to Covid restrictions, but a programme of enrichment visits and virtual trips was put in place and all pupils were able to access.

To close the attainment gap for PP pupil's through high levels of progress.
No statutory testing took place in 2020-21 due to Covid disruption. Success criteria part met – Internal tracking data suggests that progress across the Key Stage was +0.3 in Reading, -0.1 in Writing and +0.1 in Maths.

Pupils are safeguarded and receive appropriate care outside the school setting.
Success criteria met - Safeguarding is identified as highly effective through school self-review and external review. 136 pupils (80 families) were supported through Alternative care arrangements, Child Protection Plans, Child in Need and Early Help.

School overall attendance and the percentage of Persistent Absentees improves towards national averages.
Success criteria met – No national reporting due to Covid-19. Attendance rates tracked above the National weekly average attendance from the beginning of reporting once schools extended opening to all pupils on the 8th March 2021.

Open access for all pupils to wraparound care.
Success criteria met – Although wraparound care was restricted for periods of the year due to Covid protocols, ultimately all pupils who requested a place were accommodated and 155 pupils accessed wraparound care.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

This report should be read in conjunction with:

Covid Catch-up Funding Strategy 2020-21

PE and Sports Funding Strategy 2020-21 and 2021-22

School Self-evaluation form, School Improvement Plan and Action Plan