

How do we know our pupil premium strategy is having the desired impact?

Rice Lane Primary School 2023



Intended outcome	Impact
To develop speech and language skills	<p>Children can talk with confidence about what they have learnt and can use subject specific vocabulary (pupil voice). Evidence of correct use of challenging/technical vocabulary in books. Children can perform confidently and clearly in front of an audience -Year 5/6 children won NOW festival 2023 -Christmas Nativity performances (all year groups) -End of year performance Year 6 -Pupil Parliament -Head teacher representatives (support assemblies)</p> <p>Children can communicate more effectively with a wider audience. Focus on quality adult interactions (EEF) in EYFS has enabled children to develop their use of vocabulary and ability to talk in more complex sentences.</p>
To improve children's core skills in reading, writing and maths.	<p>Improved reading fluency has allowed children to access a wider variety of texts across a range of subjects independently. Children have become confident readers and developed a greater love for reading. Children independently choose books that are of interest to them and they enjoy them.</p>

	<p>Evidence of children's wider reading can be seen in the improved quality of writing they produce. Children can draw independently from what they have read as models for their own writing.</p> <p>New handwriting scheme (Letter join) introduced last year has improved handwriting and presentation in books.</p> <p>Increased emphasis on application of grammar within writing has meant that children can communicate more clearly and apply this across a wide range of subjects.</p> <p>New spelling scheme linked to RWI has allowed children to apply phonetic knowledge to increase independence and confidence in writing.</p> <p>Children have quick recall of their times tables and can apply this to problem solving and everyday life.</p> <p>Children have developed good mental arithmetic skills which they can apply to everyday life situations such as going to the shop and budgeting.</p> <p>Children have the basic skills to support them in developing their wider mathematical ability and can apply these skills in other subjects such as science, geography and history.</p>
<p>Children's social and emotional needs will be identified and supported.</p>	<p>Developed our whole school approach to mental health to provide children with strategies and confidence to talk about their own mental health.</p> <p>Children have a variety of strategies they can use to help manage their own social and emotional needs.</p> <p>Children have developed self-regulation skills to help manage their big feelings.</p> <p>PASS data shows minimal difference between disadvantaged children and their peers in their attitudes towards themselves and school.</p> <p>Individual children have been identified as needing targeted support and have received interventions from learning mentors and external agencies.</p> <p>This has had a positive impact on the children's engagement in lessons, learning and general well-being.</p>

<p>Improvement of attendance and punctuality.</p>	<p>Attendance of disadvantaged children has improved therefore they have accessed more learning time in school which has had an impact on their attainment and progress.</p>
<p>Children will have a greater access to cultural experiences.</p>	<p>Planned curriculum enrichment (using the wider locality) for every year group mean children can experience a wide and rich curriculum beyond the classroom.</p> <p>Children have enjoyed new opportunities for example going skiing to Italy, going on a ferry to the Isle of Man. Children have developed their independence, resilience and self-confidence as a result of the wide variety of activities on offer, time spent away from family and new experiences.</p>