

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	Radley CE Primary School
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022, 2022-2023, 2023-2024
Date this statement was published	11.11.2021
Date on which it will be reviewed	25.11.2021
Statement authorised by	Claire Thomas
Pupil premium lead	Claire Thomas
Governor / Trustee lead	Ellie Ott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,415
Recovery premium funding allocation this academic year	£2000
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	£13,415

Part A: Pupil premium strategy plan

Statement of intent

At Radley C of E Primary, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.

- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Radley, we are determined to provide the personalised support and guidance they need to help them overcome these barriers.
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance and slow progress rates made by pupil/premium disadvantaged children. The children have gaps and misconceptions and find it difficult to recall prior knowledge.
2	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
3	Pupils have limited experiences beyond their home life and immediate community.
4	Low attendance and persistent absenteeism of PP/disadvantaged children.
5	Lack of self-esteem and ability to self-regulate emotions and develop learning behaviours.

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
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have ‘fallen behind’ make accelerated progress and ‘catch up’ or exceed prior attainment standards.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader.</p>	<p>End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.</p> <p>End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children’s learning and has helped in accelerating their progress.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<ul style="list-style-type: none"> - SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning. - Identified children are invited to Nurture, positive play, and Lego Therapy sessions with support staff. - Vulnerable disadvantaged children are also allocated a PP mentor (support staff), who will meet with them regularly and provide support/alleviate barriers. - Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.
<p>Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.</p>	<ul style="list-style-type: none"> - Tailored curriculum will provide pupils with exciting, varied and book-based learning. - Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children. - Teachers and support staff will plan a wide range of visits/events/experiences to inspire/enhance learning and make it memorable. - Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school
<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<ul style="list-style-type: none"> - Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). - Monitoring of attendance by Head teacher brings about and increase in PP

	pupils' attendance and a decrease in persistent absence.
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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: £2,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>- Headteacher to work with teachers to run a whole school coaching programme: CPD staff meeting times and INSET. – Headteacher – working with subject leaders to improve/enhance the teaching and learning within every subject. Use of National College for high quality CPD opportunities.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1
<p>- Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored. - Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.</p>	<p>Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p>	1
<p>- Funding to increase hours of teachers to work across KS2. Teachers will work with teachers to team teach and/or work independently with groups for maths and English. Teachers will also provide interventions to ensure all children have achieved learning objectives from the morning session.</p>	<p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding. Interventions to be monitored and evaluated by deputy head and intervention leader. Interventions to be carried out by experienced teachers and Teaching Assistants within school. Teachers to provide one-to-one tuition to targeted pupils after end of Autumn assessments.	Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully .	1
Funding to cover Forest schools teacher and provide training and resources for forest schools teacher. Forest schools teacher to support Pupil Premium children during forest schools' sessions.	https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	3

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - Release time for SENCo to support families with high need SEN and Pupil Premium children. - SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning. - Vulnerable children to be highlighted and supported through 	<p>https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning</p> <p>https://sandbox.educationendowment</p>	2

<p>Nurture sessions, positive play sessions, and Lego Therapy sessions.</p> <p>- All vulnerable PP children to be allocated a PP Mentor who will support them in alleviating barriers to learning by meeting regularly throughout the year.</p>	<p>foundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement</p>	
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through each class teacher to plan enriching experiences and activities. After school club funding for pupil premium children (3 clubs per year) and free access to the residential for year 6 PP children.</p>	<p>Provision of a range of initiatives to extend children's experiences see www.Gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully. Education Endowment Trust Toolkit</p>	<p>3</p>
<p>- Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%.</p>	<p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p>	<p>4</p>

Total budgeted cost: £11.415

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.

(Mathematical Attainment) End Summer Term 2021

Years 2 - 6	Working towards the standard	Working at the standard	Working at Greater Depth
Special Educational Needs (SEN) 12 children but no data for 1 child = 11 Includes two children with EHCPs who are unable to access their year group assessments	54%	36%	9%
Pupil Premium (PP) 7 children	28%	56%	14%
English as an Additional Language (EAL) 2 children	50%	50%	

(Reading Attainment) End Summer Term 2021

Years 2 - 6	Working towards the standard	Working at the standard	Working at Greater Depth
Special Educational Needs (SEN) 12 children but no data for 1 child = 11 Includes two children with EHCPs who are unable to access their year group assessments	72%	18%	9%
Pupil Premium (PP) 7 children	70%	28%	
English as an Additional Language (EAL) 2 children	100%		

The previous pupil premium strategy seems to have had some success, although it is difficult to measure the outcomes specifically, with Covid-19 and other challenges such as teacher absences that will have had an impact on this group of children.

The use of existing teaching staff to cover additional tutoring sessions 1:1, 1:2 and 1:3 were successful in filling gaps in children's understanding as identified by their teachers as part of an ongoing intervention. This is something that will continue to be implemented as part of the next PP strategy period.

Externally provided programmes

Programme	Provider
n/a	n/a