# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| **Detail** | **Data** |
| School name | Radley CE Primary School |
| Number of pupils in school | 104 |
| Proportion (%) of pupil premium eligible pupils | 4% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/22. 2022/23, 2023/24 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | 11/10/2022 |
| Statement authorised by | Curriculum Committee |
| Pupil premium lead | Claire Thomas |
| Governor / Trustee lead | Ellie Ott |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £6565 |
| 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 | £8565 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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.  Although few in number, 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, be those to their learning academic, social or emotional.  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.

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| **Challenge number** | **Detail of challenge** |
| 1 | Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths. |
| 2 | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably they are unable to compromise and empathise with others or work effectively as part of a team. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for support remain relatively high. 12 pupils (3 of whom are disadvantaged) currently require additional support with social and emotional needs, with 4 (2 of whom are disadvantaged) receiving small group interventions. |
| 3 | Our assessments, observations and discussions with pupils and families indicate that the aspiration and wellbeing of many of our disadvantaged pupils continues to be affected by limited experiences and a lack of enrichment opportunities beyond their home life and immediate community. This has resulted in children with limited aspirations and lack of confidence in themselves. |
| 4 | Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 5-10% lower than for non-disadvantaged pupils.  25% of disadvantaged pupils have been ‘persistently absent’ compared to 0% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress |
| 5 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers |

## 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.

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| **Intended outcome** | **Success criteria** |
| 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.  To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader. | End of summer 2023 and 2024 data will show that 60% of disadvantaged children have made expected progress from the previous summer.  End of summer data will also show that 30% of disadvantaged children will have made accelerated progress.  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. |
| Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated. | - 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 ELSA sessions with support staff.  - Vulnerable disadvantaged children are also allocated a 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. |
| Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum. | - 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 |
| All disadvantaged pupils will meet national expectations for attendance/persistent absence. | - Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils.  - Monitoring of attendance by Head teacher brings about and increase in PP pupils’ attendance and a decrease in persistent absence. |

## 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: £ 5000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Purchase of standardised diagnostic assessments.  Training to ensure assessments are interepreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths resources and CPD | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 1 |
| Development of teaching and learning in writing and develop and embed use of feedback to ensure accelerated progress for those who have fallen behind.  Further training to support effective planning of writing learning journeys for all pupils. | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2> | 1 |
| Development of resources for phonically decodable books to be sent home to secure stronger phonics understanding and practise for all pupils.  Further training to ensure staff are up to date and supported by professional development and training for staff. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1,5 |
| Improve the quality of social and emotional (SEL) learning through use of ‘Zones of Regulation’ and PSHE  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.  Ensure PSHE resources are up to date through use and implementation of Jigsaw online resources, supported by professional development and training for staff as needed. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).  [EEF Social and emotional learning](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 2 |

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

Budgeted cost: £ 2000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Provide targeted, structured tutoring to children across whole school whose progress has been impacted the most by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are higher attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1 |

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

Budgeted cost: £ 1565

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| - 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 Nurture and/or ELSA sessions and positive play sessions.  - All vulnerable PP children allocated a PP Mentor who will support them in alleviating barriers to learning by meeting regularly throughout the year. | <https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning>  <https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/parental-engagement> | 2 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 4 |
| 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 supported access to the residential for Year 5/6 PP children. | Provision of a range of initiatives to extend children’s experiences see <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital> | 3 |
| Additional adult support outside of school time and during lunchtime and playtime to support children in building successful relationships with other children through play. | 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](http://www.Gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully).Education Endowment Trust Toolkit | 2 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost: £ 8565.00**

# 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 2021 to 2022 academic year.

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| 1. We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics screening check results and our own internal assessments. 2. DfE has shared our school’s 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. It is also challenging as we have a small number of children who are recipients of the pupil premium as well as being on the SEND register. 3. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. 4. Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school’s disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is due to social and emotional needs as well as the negative ongoing impact of COVID-19,. 5. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. Absence among disadvantaged pupils was 10% higher than their peers in 2021/22 and persistent absence 50% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes. |

## 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*

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| **Programme** | **Provider** |
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