

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	Richard Avenue Primary School
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	25.2% (104)
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	L Walker Acting Headteacher
Pupil premium lead	A Warkman
Governor / Trustee lead	Full Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 144,535
Recovery premium funding allocation this academic year	£ 8,712
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ N/A
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	£ 153,247

Part A: Pupil premium strategy plan

Statement of intent

At Richard Avenue Primary School, we believe that every child should achieve their full potential and achieve well regardless of any contextual factors or their socio-economic background. Our well thought out pupil premium strategy plan aims to address this through careful spending of our pupil premium funding on strategies that we believe will make a difference to the outcomes and achievements of all pupils regardless of whether or not they have been classified as disadvantaged.

Quality first teaching lies at the heart of our plans to improve the achievements of all of our pupils. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be improved alongside progress for their disadvantaged peers.

Our rigorous assessment and monitoring of outcomes will allow us to support and implement planned interventions as required for all children in order to support their progress and attainment.

All of our approaches and spending of pupil premium funding are embedded in our robust School Improvement Plan, which includes our planned approach and the success criteria against which impact can be measured.

We intend to use the high quality resources and research provided by the EEF (Education Endowment Foundation) to ensure that our planned approaches can be implemented and sustained.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations of pupils in the Early Years has shown that their attainment is lower than that of pupils nationally. This is especially true for PSED and CLL.
2	Attendance data shows that overall school attendance rates are below national expectations this term.
3	Our observations and conversations with pupils have indicated that children have a lack of first hand experiences that they can draw upon in their learning.

4	Our assessment data and observations have shown that the impact of the pandemic has meant that attainment, especially in writing is lower than at the same point last year.
5	A high proportion of children with English as a additional language means that language acquisition, including phonics, is a challenge in the early years and key stage 1.
6	Our observations and conversations with the wider school community has shown that communication with the parents and the wider community should be enhanced further.

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 improve overall attainment in core subjects, especially writing across the school.	Assessments and moderations indicate that the attainment of writing has increased in all phases of the school. This will be triangulated with a number of sources of evidence including, lesson observations that show a consistent approach to delivery, book scrutiny, pupil voice and cross phase moderation documentation.
To improve outcomes for individual pupils who require additional interventions in reading, writing and mathematics.	Assessment data and careful observations will show improved outcomes for pupils who access extra invention programmes. This will be triangulated with evidence for their books, summative assessment data and evaluations of the intervention programmes.
To improve parental communication so that all parents feel active members of the school community and that school can celebrate and share work done in school.	Increased communications will show that parents are fully updated and have easier access to contact class teachers in school. This will be evidenced by feedback from parents and through conversations with pupils.
To achieve and sustain improved attendance for all pupils so that it remains at least in line with the national average.	Sustained high attendance for 2021-22 academic year is demonstrated by: <ul style="list-style-type: none"> The overall absence figure being in line with the national average or lower.
To continue to provide first hand experiences that are able to enhance the curriculum and improve outcomes through visits and visitors to school.	Regular first hand experiences will enhance the curriculum across a range of subjects. This will be evidenced by: <ul style="list-style-type: none"> VOS records and evaluations. Discussions with pupils (pupil voice)

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: £ 165,434

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed changes to the approach of teaching writing following CPD for the English leads and staff as required.	Part of our new approach to writing includes the improvement in self assessment and feedback from peers and teachers. Evidence shows that this can have a high impact on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	4, 5
Purchase new DfE validated phonics programme to secure strong and consistent phonics teaching to all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 4 and 5
Introduce the NELI programme in the Early Years to enhance language skills.	The evidence from research shows that the NELI programme has a positive impact and can also help to begin closing the disadvantaged gap due to the approaches used. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1, 5

<p>Reception – Year 6 – Daily intervention groups for Maths and English.</p>	<p>Our approach to allowing lower attaining pupils the chance to work in significantly reduced class sizes fits with the EEF Research in to Reduced Class Sizes. Although this only suggests a low positive impact, it does state that the impact can be increased if this allows a change in approach of teaching. This research also points to a greater positive impact for disadvantaged pupils. The current set up in school allows those children a tailored teaching approach for their current attainment. The lower class numbers also allow for children to receive more individualised feedback which, according to research, has a high impact on attainment. (See link to feedback research.) EEF – Feedback Research Evidence.</p>	<p>4,5</p>
------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------

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

Budgeted cost: £ 8,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tutoring for writing across Key Stage 2 implemented.</p>	<p>Evidence is clear that small group approaches to interventions have a positive impact on pupil attainment and can be particularly helpful for disadvantaged pupils in closing the attainment gap. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>4, 5</p>
<p>KS 1 – TA Led intervention – First Class @ Number.</p>	<p>Evidence from the EEF shows that the stated intervention can have a moderate impact on learning. EEF First Class at Number Research</p> <p>Teaching assistant led interventions also shows a moderate impact on pupils attainment. This is higher when training is involved. This is part of the stated intervention and is delivered by trained TA's. EEF Research – TA led Interventions.</p>	<p>4,5</p>
<p>Year 6 – 3rd Space learning 1:1 online tuition.</p>	<p>Evidence shows that regular 1:1 sessions has a moderate impact on pupils attainment but this is likely to be higher for disadvantaged children. The sessions will be additional to work in lessons and this also helps to strengthen the impact on attainment. 1:1 Tuition Research from EEF.</p>	<p>4,5</p>
<p>Year 6 – 1:1 tuition offered in addition to work in class.</p>	<p>See research above from the EEF Toolkit.</p>	<p>4,5</p>

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

Budgeted cost: £ 13,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase A Star Attendance package to improve absence figures to at least in line with the national average.	<p>The evidence for parental engagement, which includes attendance, suggests some positive outcomes for all pupils.</p> <p>EEF Toolkit for Parental Engagement.</p> <p>The research suggests that communications with parents is more likely to succeed where letters and messages are personalised. The A-Star system allows for this to happen on a regular basis.</p>	2
Purchase See-Saw Parent communications application to improve parental engagement.	<p>The evidence suggests that there is a positive impact on pupil attainment when carefully structured communications are established with parents. The EEF research states that this is more effective when parents receive more positive messages about their learning and the curriculum in school. The Seesaw app allows for this and staff will use this tool on a regular basis.</p> <p>EEF Toolkit for Parental Engagement.</p>	6
Enrichment of the exciting curriculum enhanced by off-site visits and visitors to school	<p>Although the research seems to point to benefits for children who get experiences outside the classroom, most highlight how difficult this is to measure. As a school, we believe that we need to provide children with first hand experiences in order to inspire, connect and appreciate the wider opportunities available. This is especially true for our disadvantaged pupils.</p> <p>Research into the value of outdoor education and visits.</p>	3

Total budgeted cost: £ 187,259

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.

In the year 2020-21 there was no published data at Key Stage 1 or 2 so no comparison to the national picture can be used to compare outcomes for disadvantaged pupils. However, our in school data shows that our disadvantaged pupils in year 2 – 6 have very small gaps in attainment at age related expectations compared to all. This is variable across subjects but the overall picture suggests that our disadvantaged pupils were not more adversely effected by the national lockdowns than their non-disadvantaged peers. This was not the case for our current year 1 children who left the early years last academic year. Strategies in our Pupil Premium for 2021-22 will address this and try to close the attainment gap that exists.

We believe that the global pandemic has effected all children but particularly those in the early years and key stage 1. The impact of this was mitigated by high quality delivery of a robust and monitored on-line teaching programme including the use of live lessons from Year 4 – 6 on a daily basis. Staff supported families through regular contact and ensured that a significant majority of children were able to access the online learning programme. The standards in writing did decline mainly due to the difficulties in delivering this effectively online and remotely.

Part of our 2020-21 Pupil Premium strategy was to continue providing high quality first hand experiences to all children. Unfortunately, the national restrictions due to COVID – 19 prevented any offsite visits and limited the number of visitors we could have in school. However some workshops were delivered in school and staff made use of virtual sessions to try and allow as many exciting opportunities as possible to enhance our curriculum.

Mental health and well-being of pupils remained a very high priority in 2020-21, especially during the return school following the national lockdown. Staff undertook a number of well-being activities and ensured that all children had the opportunity to transition back in to school smoothly. This meant that learning could take place in a purposeful and supportive environment. In the summer term children had the opportunity to take part in an exciting array of outside activities during a sports week as well as year 5 and 6 having an excellent in-school taster session provided by our outdoor residential provides at Derwent Hill.

Although it is clear that our children's education has been effected by the national lockdowns, including those disadvantaged pupils, we believe that our strategies helped to mitigate any long-term impact and we continue to ensure that all children receive a

high quality education through an exciting broad and balanced curriculum that we continue to develop.

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

Our Pupil Premium plan has been based on a wealth of reliable research carried out by the EEF using their toolkit reports which have been cited throughout the plan. The pupil premium lead has attended a number of sessions delivered by a representative from a local research school on behalf of the local authority. This approach has been used throughout the process in order to ensure that planned actions can be implemented successfully and can be sustained throughout the year. The EEF's [Putting Evidence to Work document](#) has been a constant source of information and guidance so that best practice has been followed at every stage.

Planned actions have been chosen following a number of evidence sources in school including: in school data; lesson observations; book scrutinise; pupil voice and conversations with a number of stakeholders in school. This will continue throughout the implementation of the plan to monitor, evaluate and adjust planned actions.

This Pupil Premium plan will cover the academic year 2021-22 only. Due to a forthcoming change in leadership within school, it was deemed best to implement a one-year plan. We would look to implementing the suggested 3 year plan to begin in the 2022-23 academic year.