

Pupil premium strategy statement



This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	431
Proportion (%) of pupil premium eligible pupils	24.6% (106 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	Dec 2022
Date on which it will be reviewed	Dec 2023
Statement authorised by	C McKinney (Head Teacher)
Pupil premium lead	Mr A Warkman
Governor	Craig Hilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 152,960
Recovery premium funding allocation this academic year	£ 14,609
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£167,569

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 including socio-economic background. Our robust and well thought out pupil premium strategy plan aims to address this through careful spending of our pupil premium and recovery premium funding. This is based 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 very heart of our plans to improve the achievements of all our pupils. This is proven to have the greatest impact on closing the disadvantaged attainment gap and, at the same time, will benefit all pupils in school. Implicit in the intended outcomes below, is the intention that non-disadvantaged pupils' attainment will be improved alongside that of their disadvantaged peers.

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

All of our intended spending and approaches outlined in this strategy statement are underpinned by our School Improvement Plan. The EEF (Education Endowment Foundation) tiered approach has been used to ensure that our plans are thorough and fit for purpose. This is also supported by the use of the EEF toolkit based upon high quality research.

As a school, we are fully aware of the current cost of living crisis and recognise that this will have a huge impact on some of our families. Our pupil premium plan strives to support our families in this and ensure that the experiences and opportunities for all children are not limited or reduced as a result.

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 in the early years has shown that typically attainment is lower than that of pupils nationally. Particularly in language and communication linked to oracy.
2	Based on our in-depth knowledge of our pupils and their families, we believe that many of our children lack first hand experiences therefore limiting their cultural capital.
3	Pupil premium pupils have lower starting points with communication and language, thus impacting on their verbal skills. This then impacts on reading. Based on assessments made and discussions with pupils, we believe that a significant number are not heard to read at home with an adult.
4	The attendance and punctuality of pupil premium children is lower than that of non pupil premium children.
5	Pupil premium pupils often have significant social and emotional needs and fewer strategies for maintaining positive mental and physical health.

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 for all pupils including those in receipt of pupil premium.	Assessments and moderations (internal and external) will show that standards continue to rise inline the national averages at KS 2 and the standards increase in KS 1 and EYFS. In school moderation, including book scrutiny, lesson observations and pupil voice, will show an increase in standards across all year groups.
To improve outcomes for individual pupils who require additional interventions including those who are in receipt of pupil premium.	Assessment data and careful observations will show improved outcomes for pupils who have received extra interventions.
To improve attainment in reading including early reading and phonics.	Internal and external data will also that standards in reading continue to increase across the school. This will be supported by Little Wandle assessments as well as book scrutiny. Pupil voice will be used to assess the impact of a love for reading.

To ensure that attendance is at least in-line with the national average with limited gaps between those in receipt of pupil premium compared to all.	Attendance will be at least in line with national averages with an decrease in the number of persistent absences.
To increase involvement in music education to improve cultural capital.	An increase in the number of children being given the opportunity to learn a musical instrument with specialist teaching.
To continue to provide first hand experiences to enhance the curriculum as well as supporting parents to afford residential visits.	Children's cultural capital will increase due to continued opportunities to gain first hand experiences both in and out of school. An increased number of children will be able to access residential visits not hindered by costs involved.

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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Systematic approach to the teaching of reading including a consistent phonics programme and fostering a love of reading across the school.</i>	<p>EEF research and evidence shows that teaching children to develop a range of comprehension strategies has a high impact on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>EEF research and evidence indicates that using a systematic phonics programme can have a high impact on attainment with additional benefits for disadvantaged children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,3
Reception – Year 6 – Daily intervention	Our approach to allowing lower attaining pupils the chance to work in significantly reduced class sizes fits with the EEF Research in to	1,3

groups for Maths and English.	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 .	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £42,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted maths intervention using Third Space Learning.	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition is an effective strategy for providing targeted support for pupils who are identified as having low prior attainment or gaps in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked to normal lessons.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,2,3,4
Targeted intervention to ensure the lowest 20% heard to read daily by an adult in school.	<p>On average, one to one reading tuition is very effective at improving pupil outcomes. One to one reading tuition is an effective strategy for providing targeted reading support for pupils who are identified as having gaps in particular areas of phonics and reading.</p> <p>EEF Research in to reading comprehension shows a very high impact on attainment.</p>	1,2,3,4

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

Budgeted cost: £69,879

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Music specialist teaching of instruments including guitar and ukulele.</p>	<p>Music and talking enables school staff to assess the social and emotional skills of young people quickly and effectively, ensuring they can respond in the right way. Targeting support and action plans can be put in place almost immediately, with tailored strategies and activities that meet the needs of the individual student.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>2</p>
<p>Subitising off-site visits including year 5 and 6 residential visit.</p>	<p>Enrichment experiences provide children with positive benefits on academic learning and impact on more vulnerable pupils is even higher (EEF, T& L toolkit 2018). Previous evidence for this strategy shows that pupils develop team building, resilience and problem-solving skills through a range of extracurricular activities, and this has a positive impact on resilience and motivation towards learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Learning Away: Interim Report, Paul Hamlyn foundation (2013) www.phf.org.uk/curo/downloaddoc.asp?id=889</p>	<p>2</p>

<p>Purchase A Star Attendance package to improve absence figures to at least in line with the national average.</p>	<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>	<p>4</p>
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Total budgeted cost: £167,569

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for DP pupils - Data 2021-22

In school and external data for 2021 - 22 has been based on a triangulation of summative assessments tests in KS 1 and 2, teacher assessments and in school as well as external moderation.

End of KS 2 data was positive in reading, writing and maths and at least in-line with the national average for all. In English there was a gap of 10% in reading and 11% in maths in favour of all pupils in the percentage of pupils achieving the expected standard. The gap was slightly wider in maths at 20% in favour of all.

Across the rest of the school, the gaps vary across different cohorts and subjects. On the whole, small gaps exist in KS 2 with slightly wider gaps in key stage 1.

Other outcomes

The new parent communication application Seeaw has been a success with 96% of parents who have enjoyed using it and found it useful. This has allowed parents to engage more with their child's learning.

The money used to subsidise visits has allowed all children to increase their cultural capital and bring learning to life. Sporting competitions have also allowed pupils, including those in receipt of pupil premium, the chance to take part in physical activity in a competitive environment. This has helped to build resilience and self-esteem.

A* Attendance system has allowed for a more robust attendance monitoring system. This includes the time of an attendance officer to address issues quickly as they arise.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

School Counselling	Educational Psychology Services - Sunderland
Ukulele provision	Music Partnership North