

# **Richard Avenue Primary School pupil premium statement 2023-24**

This statement is based on DfE's [Using Pupil Premium](#) guidance and the EEF guide to [using your pupil premium effectively](#).

### **Funding allocation and pupil eligibility figures**

Figures provided are an estimate based on the data available at the time of writing this statement. You may wish to amend this when allocations are updated and when pupil premium allocations for the following financial year are published.

The % of pupils eligible for pupil premium is the most up to date figure at the time of writing this statement.

## Pupil premium strategy statement

This statement details our school's use of pupil 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 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	441
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers ( <b>3year plans are recommended</b> )	Sept 2022-July 2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Andrew Walkman
Governing Body lead	Craig Hilton, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,560
Pupil premium funding carried forward from previous years	N/A
<b>Total budget for this academic year</b>	£159,560

## Part A: Pupil premium strategy plan

### Statement of intent

We are committed to ensuring that all pupils make good progress and achieve high attainment across all areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We aim for all of our disadvantaged children to reach at least national expectations in all areas.

Through high quality teaching, targeted interventions, and bespoke social and emotional support for children and their families, pupils engage fully in their learning and achieve well. Through our curriculum, pupils have the opportunity to widen their knowledge and understanding of the world and their place within it.

We are committed to every child being a competent reader by the age of seven in order that they can access a full and challenging curriculum. We are relentless in our drive to ensure that: pupils are taught to read well through a systematic, synthetic phonics programme; they have good comprehension skills and a love of reading and of books.

Children's vocabulary acquisition and oral language development is key to their success and we prioritise this in the early years to ensure that they have the confidence and ability to articulate their learning and communicate effectively with others.

We aim for all of our Pupil Premium pupils and their families to feel happy and supported in school, and their well-being is at the centre of everything we do. We want them to have access to a wide range of extra-curricular activities and ultimately, reach their full potential so they can confidently move on to the secondary phase of their education.

Our school culture is one where:

- We have high expectations of all pupils, particularly disadvantaged pupils, and we put no limitations on what we believe they can achieve, with the right support
- We continuously monitor the wellbeing, progress and attainment of all pupils, with a particular emphasis on disadvantaged pupils, in order that we can intervene at the first signs of need

## Challenges

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

Challenge number	Detail of challenge
1	Many of our disadvantaged pupils have limited experiences outside of school, limited experience of further education and therefore lower aspirations for the future.
3	Many of our disadvantaged pupils have significant social and emotional needs and fewer strategies for self-regulation and maintaining positive mental and physical health. Many do not participate in extracurricular activities
4	Several disadvantaged children are also on the school's SEND register or are being monitored for additional needs.
5	Assessments, observations, and discussions with pupils suggest that our disadvantaged pupils are less motivated to read than their peers. This negatively impacts their development as readers.
6	Analysis of internal/external assessments indicate that a higher proportion of disadvantaged pupils are not working at the expected standards in reading, writing and maths compared to their non-disadvantaged peers.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved statutory reading outcomes among disadvantaged pupils.	Reading outcomes in 2024/25 will show that the gap between disadvantaged and all is closing and that more of our disadvantaged pupils are achieving the expected standard.
Improved statutory writing outcomes among disadvantaged pupils.	Writing outcomes in 2024/25 will show that the gap between disadvantaged and all is closing and that more of our disadvantaged pupils are achieving the expected standard.
Improved statutory maths outcomes among disadvantaged pupils.	Maths outcomes in 2024/25 will show that the gap between disadvantaged and all is closing and that more of our disadvantaged pupils are achieving the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"><li>• qualitative data from student voice, pupil, teacher and parent surveys, governor visits</li><li>• high levels of participation in extracurricular activities, particularly among disadvantaged pupils</li><li>• high attendance levels for disadvantaged pupils</li></ul>



## 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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build teacher knowledge and pedagogical expertise in order to ensure high quality teaching for all pupils including dynamic grouping for English and maths teaching, CPD led by external providers (Anne S, Adam Bushnell, Westgarth English Hub)	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources</p> <p>EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches</p> <p>Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.</p> <p>Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom'.</p>	5,6,4
<p>Training for staff to ensure all pupils have access to high quality teaching. To a great extent, good teaching for pupils with SEND is good teaching for all.</p> <p>We will release staff to receive coaching from the SENDCo to develop their understanding of high-quality provision for pupils with SEND.</p>	<p>Evidence suggests that pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.</p> <p>The EEF guidance report suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.</p>	4,5,6





	cognitive and metacognitive strategies; explicit instruction; using technology to support pupils with SEND; and scaffolding.	
Use of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> (Little Wandle) to secure stronger phonics teaching for all pupils.	<p>Evidence suggests that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	5,6
<p>Enhancement of maths teaching and implementation of curriculum for whole class teaching.</p> <p>We will fund teacher release time - support from TfC to access further training and support colleagues in school.</p> <p>We will aim to work with secondary colleagues to ensure that the curriculum is meeting the needs of all pupils, particularly those who are disadvantaged.</p>	<p>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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	4,6

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading and keep up phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	5,6
Provide Third Space tutoring in maths for pupils whose education has been most impacted by the pandemic.	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	5,6
Provide TA led speech and language intervention for identified pupils. TA will work alongside SENDCo and will receive ongoing support and professional training. Disadvantaged pupils will take priority.	<a href="#">EEF studies</a> indicate that overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.	4,5,6

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will provide 1 day per week of high-quality specialist intervention and professional learning opportunities for staff for social and emotional (SEL) learning. Disadvantaged pupils will be prioritised. The counsellor will provide support and guidance to parents and staff and will have designated capacity for support for pupils having difficulty with social interactions.	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): <a href="https://educationendowmentfoundation.org.uk">E EF_Social_and_Emotional_Learnin.pdf(educationendowmentfoundation.org.uk)</a>	6, 1
We will continue the work of our family support worker who will provide timely support for vulnerable children and families. This will provide children with a better chance of being able to concentrate on their education through improved attendance.	The evidence of parental engagement suggests a positive impact on academic progress which is particularly true for early years and primary aged children.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	
We continue to use the A-Star attendance system to ensure that overall attendance in school improves. This will include trying to ensure that attendance for our disadvantaged pupils is at least in line with all. This system will continue to run along side our first day absence communication with parents by members of the office team. Regular updates will be sent to parents about attendance issues.	Government research suggests that there is a strong link between higher attendance and improved outcomes at both KS 2 and 4.  <a href="https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4">https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4</a>	

<p>We will fund or part/fund extracurricular opportunities in sport (provision of swimming for all children in Yrs 2-6), music and life skills (Forest School) for our disadvantaged pupils who would otherwise not be able to participate. We focus on:</p> <ul style="list-style-type: none"> <li>• Activities that challenge pupils physically (and emotionally).</li> <li>• Opportunities for collaborative learning, problem-solving and explicit reflection on thinking processes and emotions.</li> <li>• Support for pupils to overcome challenges and experience success.</li> <li>• Building on the relationship between adult and pupils once everyone is back in school</li> </ul>	<p>We know that enrichment approaches can directly improve pupils' attainment. Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. Through participation in challenging physical and emotional activities pupils can develop non-cognitive skills such as resilience, self-confidence and motivation. Research in to forest school suggests a positive impact on children's confidence, motivation, communication, knowledge and understanding.</p> <p><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p>	<p>1</p>
<p>Poverty proofing fund for acute issues.</p>	<p>Based on our past experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost:**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2022-23

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### Attainment and progress- Rec-Y6

In school and external data for 2021 - 22 has been based on a triangulation of summative assessment tests in KS 1 and 2, teacher assessments and in school as well as external moderation. This has also included whole school cross moderation for writing with another school within the local authority area.

Across the school, attainment gaps in reading, writing and mathematics vary between year groups. Typically, disadvantaged children are performing slightly less well compared to all. However, our current year 6 disadvantaged children are outperforming all except in maths where a very small gap of 2.% exists compared to all. Due to the variability in gaps across the school, we believe that this indicates that data is cohort specific and this not show a negative trend across the school.

#### Social and emotional support

The continued use of the school counselor has allowed vulnerable children with a safe space to talk to an adult and be supported in school. Drop-in sessions have been made available to support those children as a need arises.

The work of our family liaison officer has further strengthened the support we can give to our families. Staff in school are encouraged to be vigilant in spotting children who may be vulnerable or whose circumstances may change. Timely support is then given to ensure maximum impact.

#### Extra-curricular opportunities

All children, including our disadvantaged children, continue to be offered excellent opportunities for extra curricula activities. This has helped to enrich our ambitious curriculum by providing children with first hand experiences which they otherwise would not be able to experience. We have continued to provide a range of after school and lunchtime activity clubs that were well attended and a number of our disadvantaged children were able to access. This year, due to a cost of living crisis, we were able to part fund some places for our disadvantaged children to attend our residential to Derwent Hill. This provided those children with an outstanding adventurous activity week that they would have otherwise been unaffordable.

School has continued to fund peripatetic music lessons for a number of children to enrich our music offer.

Swimming lessons continued in Key Stage 2 with a high proportion of our disadvantaged children benefiting from this important life skill. We propose that this will continue in to 2023-24 with more year groups taking swimming lessons at some point during the academic year.

## Externally provided programmes

Programme	Provider
Counselling	Together for Children SLA