

Pupil premium strategy statement - Raddlebarn Primary School

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

Detail	Data
School name	Raddlebarn Primary School
Number of pupils in school	424 (March 2023)
Proportion (%) of pupil premium eligible pupils	23% 98 - £1385.00 per eligible pupil) (£320 per service child)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2022 November 2022
Date on which it will be reviewed	July 2023 – ongoing and updated regularly
Statement authorised by	Angela Lowry, Head Teacher
Pupil premium lead	Sally Clements, Inclusion & Pastoral Leader
Governor / Trustee lead	Claire Peterson, Governor for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,805.00
Recovery premium funding allocation this academic year	£13,920 30 th Sept, 30 th Dec, 31 st March and 30 th June
Early year Pupil premium funding (£302 per pupil)	9 children currently qualify £2,718.00

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£145,141.00</p>
--	--------------------

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Raddlebarn is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for educational recovery, resulting from the Covid 19 pandemic.

Our approach will be responsive to common challenges and individual needs and will complement each other to help pupils excel. To ensure that they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- Ensure our staff set high, yet challenging expectations for all our children, regardless of their background

Our ultimate objectives are to:

- Narrow the attainment gaps between disadvantaged and non-disadvantaged pupils
- Ensure pupils can read fluently and with good understanding to enable them to access the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to continue to develop resilience
- Access opportunities which develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objects and overcome identified barriers to learning we will:

- Provide teachers with ongoing CPD to ensure pupils access Quality First Teaching
- Provide targeted intervention and support quickly to identify and address gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure all children have access to trips, residential, first hand learning experiences
- Provide appropriate Pastoral support to enable pupils to access learning within and beyond the classroom

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key principles:

We will ensure that effective learning, data and assessment meets the needs of all pupils through the analysis of data. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults in school.

Challenges - Pupil Premium

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

Challenge number	Challenge	Detail of challenge
1	Social, emotional and mental health	<p>Our assessments and observations, alongside discussions with families and children themselves, have identified social, emotional and mental health issues, seen as a result of the pandemic. Referrals for support from class teachers to the Inclusion & Pastoral team have markedly increased since children returned to school following the summer break.</p> <p>Every half term, just over half of disadvantaged pupils, including those who are disadvantaged and SEND attend therapeutic groups to improve their social, emotional and mental health</p>
2	Gaps in reading, writing, maths and phonics	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for</p>

		<p>other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age related expectations in the majority of areas</p>
3	Attendance & Punctuality	<p>The lowest 20% across the school for reading, writing and maths are mainly disadvantaged pupils who fall below the 90% attendance threshold, making them persistently absent from school.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' results.</p> <p>There are identified families for whom punctuality is an issue. This is resulting in the children missing vital parts of core lessons at the start of the school day.</p>
4	Speech, language and communication needs resulting from Covid 19 pandemic	<p>Assessments and observations from both school (Wellcomm, Word Aware, NELI) and external agencies (NHS SALT) indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>These are evident from Nursery aged children through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers</p>
5	<p>Enrichment & Aspirational opportunities</p> <p>(encouraging all disadvantaged children who are middle or higher ability to reach their fulfilment)</p>	<p>Observations from teachers in school indicate that many disadvantaged pupils have not taken up after school clubs since Covid 19.</p> <p>This has had an impact on attainment and how the children have been learning using non-traditional methods (eg, learning how to play chess to improve maths skills)</p>

Challenges - Early Years Pupil Premium

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

Challenge number	Challenge	Detail of challenge
1	Social, emotional and mental health	<p>Our assessments and observations, alongside discussions with families and children themselves, have identified social, emotional and mental health issues, seen as a result of the pandemic.</p> <p>Referrals for support from class teachers to the Inclusion & Pastoral team have</p>

		markedly increased since children returned to school following the summer break and Christmas break in early 2022.
2	Speech, language and communication needs resulting from Covid 19 pandemic	Assessments and observations from both school (Wellcomm, Word Aware, NELI) and external agencies (NHS SALT) indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery aged children through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.

Intended outcomes – Pupil premium

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>To improve children's social, emotional and mental health, following on from C19 pandemic and 'learning to live with Covid.</p> <p>To improve disadvantaged children's attendance to pre-covid % of 96%</p>	<ul style="list-style-type: none"> School learning mentor, as part of the pastoral team will work with children, delivering therapeutic groups, as well as pastoral support in class as part of their offer to improve social, emotional and mental health Inclusion & Pastoral Leader to successfully complete Senior mental health Lead for across the school, imparting knowledge to all members of staff in order to improve SEMH Data from pupil voice, teacher observations to see sustained high levels of wellbeing Enrichment and aspirational activities will see a clear increase in the number of children attending, especially those who are disadvantaged Attendance lead will see a marked increase in the number of children who are disadvantaged attending school more – Early Help will be offered and there will be more families taking up this offered in order to support their children's life chances

	<ul style="list-style-type: none"> Children who are disadvantaged will make better progress because of their increased attendance
To improve reading, writing, maths and phonics across all 3 phases	<p>Phase 1, including Early Years:</p> <ul style="list-style-type: none"> DHT to work with identified disadvantaged pupils in order to raise standards, improve progress and attainment AHT and other members of SLT to listen to lowest 20% of children read, working with class teachers to incorporate strategies to raise standards, improve progress and attainment Upon data capture, around 80% of pupils in Year 1 will have passed the phonics screening check Upon data capture, around 70% of pupils to be working at Phase 3 by the end of Reception. For those who are not, early identification and intervention is necessary Identified children will work with Beanstalk in order to improve their oral reading skills and comprehension <p>Phase 2:</p> <ul style="list-style-type: none"> DHT to work with identified disadvantaged pupils in order to raise standards, improve progress and attainment AHT and other members of SLT to listen to lowest 20% of children read, working with class teachers to incorporate strategies to raise standards, improve progress and attainment Upon data capture, around 80% of pupils in Year 2 will have passed the phonics screening check those who didn't pass in Year 1) Identified children will work with Beanstalk in order to improve their oral reading skills and comprehension <p>Phase 3:</p> <ul style="list-style-type: none"> AHT to work with identified disadvantaged pupils in order to raise standards, improve progress and attainment

	<ul style="list-style-type: none"> • AHT and other members of SLT to listen to lowest 20% of children read, working with class teachers to incorporate strategies to raise standards, improve progress and attainment • As a result, reading outcomes for 2024 will show that more than 80% of pupils who are disadvantaged met the expected standard and/or exceeded if more able • As a result, phase 3 maths outcomes for 2024 will show that more than 80% of pupils who are disadvantaged met the expected standard and/or exceeded if more able • As a result, phase 3 writing outcomes for 2024 will show that more than 80% of pupils who are disadvantaged met the expected standard and/or exceeded if more able • Identified children will work with Beanstalk in order to improve their oral reading skills and comprehension
To improve oral language skills and vocabulary among all disadvantaged pupils including those who are more able	<ul style="list-style-type: none"> • All children across the school, from N through to Year 6 will have participated in a theatre-based workshop in order to improve their oral language skills (Playhouse, REP, Hippodrome) • Early identification and interventions will be offered to all children who need it following Wellcomm in N and RBA in Reception • Identified children to work with the in-house SALT; this over time will show a reduction in the number of children receiving NHS SALT across the school

Intended outcomes – Early Years Pupil premium

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.

<p>To improve children's social, emotional and mental health, following on from C19 pandemic and 'learning to live with Covid.</p> <p>To improve disadvantaged children's attendance to pre-covid % of 96%</p>	<ul style="list-style-type: none"> • School learning mentor, as part of the pastoral team will work with children, delivering therapeutic groups, as well as pastoral support in class as part of
--	--

	<p>their offer to improve social, emotional and mental health</p> <ul style="list-style-type: none"> • Inclusion & Pastoral Leader to successfully complete Senior mental health Lead for across the school, imparting knowledge to all members of staff in order to improve SEMH • Data from pupil voice, teacher observations to see sustained high levels of wellbeing • Attendance lead will see a marked increase in the number of children who are disadvantaged attending school more – Early Help will be offered and there will be more families taking up this offer in order to support their children's life chances • Children who are disadvantaged will make better progress because of their increased attendance • All parents will understand the implications of good attendance and how this improves their child's life chances
To improve oral language skills and vocabulary among all disadvantaged pupils including those who are more able starting in Nursery	<ul style="list-style-type: none"> • All children across the school, from N through to Year 6 will have participated in a theatre-based workshop in order to improve their oral language skills (Playhouse, REP, Hippodrome) • Early identification and interventions will be offered to all children who need it following Wellcomm in N and RBA in Reception • Identified children to work with the in-house SALT; this over time will show a reduction in the number of children receiving NHS SALT across the school

Activity in this academic year - Pupil Premium

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: £72,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training to be delivered in the Summer term 2023 (£3000)	Jason Bangbala, educational consultant, specialising in behaviour management, coaching and structured play to deliver training to all staff on how to support children in school using a variety of different techniques. Identified key children in school who meet layers of RHRT EH or are CIN/CP communicate to staff through their behaviour https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1
Senior Leaders (AHT/DHT) to work with staff, coaching and training to raise standards in core subjects and improve progress and attainment (£29,472.25)	To train, coach and support Year 6 & Key Stage 1 staff to raise standards in core subjects and improve progress and attainment	2
NHS SALT to provide CPD for Teaching assistants and teachers so targeted intervention for children requiring SALT can continue. (£4,395) - estimated Speech link so staff can be trained in KS2 to	All pupils need the skills to segment, blend, read on sight words for them to make progress and secure attainment. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	2,4

screen and assess children £180		
Century Tech training for KS2 staff on how to use program to identify gaps in knowledge and address misconceptions £250	https://www.century.tech/news/catch-up-premium-the-updated-dfe-guidance-explained-2/ Training delivered September 2022	2, 4
Diane Pye School Improvement – bespoke training for EYFS staff £350	Bespoke training for EYFS staff – paving the way for Year 1, considering effective curriculum design	1, 2
Staff training on Pupil book study – Toolkit to drive school improvement £450	Pupil Book study – a toolkit used drive school improvement Training delivered October 2022	2
Staff training for No Outsiders £150	Twilight session for staff on No Outsiders focusing on language, belonging and inclusion, promoting community cohesion to prepare young people for life as global citizens Training delivered November 2022	1
Staff training – poetry, developing oracy skills for the children £405	Spoz (Esposito Giovanni), to deliver poetry training through team teach workshops to staff in order to develop oracy skills for the pupils	2,4
Staff training for adaptive techniques to support all learners £150	Twilight session for staff on adaptive techniques, to support all learners in school including those with SEND/PPG/L20% and disadvantaged https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you	2

Staff training and updates for anti-bullying, bespoke to Raddlebarn £366	Kidscape training session for staff on anti-bullying, raising awareness of bullying within school, role and involvement of others, bespoke training to support all involved <u>Improving Behaviour in Schools EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	1
Staff training on safe handling of children £3506.40	Team Teach training transforms relationships, equipping everyone to manage distressed behaviours and conflicts safely and respectfully.	1

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

Budgeted cost: £ 36,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills (Playhouse)</p> <p>April 2022 – residency booked for May to work with children in N, R Y1 & Y2 £1900 (rescheduled for Spring 2023 due to Covid – booked and paid for)</p> <p>September 2022 – residency booked for July</p>	<p>Oral language interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impact on attainment:</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</u></p>	4

2023 to work with children in KS2 – Careless Talk £1650		
Engaging with Century Tech program, using Artificial Intelligence to identify gaps in knowledge, addressing misconceptions and personalising content, pathways and questions for pupils, providing target interventions for Year 6, 5 and 4 (pilot scheme) £1990	Gaps in knowledge and addressing misconceptions as well as personalising content and providing target interventions for pupils can be an effective method to support pupils following the pandemic to identify the gaps in knowledge: https://www.century.tech/news/catch-up-premium-the-updated-dfe-guidance-explained-2/	2
To raise standards in reading for disadvantaged pupils, implement a program of intervention for least able disadvantaged in reading (Beanstalk) £2640	Reading interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impact on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2
Learning mentor to work across the school delivering both pastoral support in class and therapeutic work with small groups of children as part of their offer to improve social	For pupils to learn and engage successfully with the curriculum it is important that any underlying social emotional and mental health issues are addressed as a matter of urgency: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/toolkit-a-z/mentoring	1, 2

emotional and mental health		
£25,595		

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

Budgeted cost: £35,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To offer further opportunities to develop disadvantaged pupil's life chances by subsidising clubs, trips, residential, music lessons</p> <p>£4000 – Music £1000 - Trips</p>	<p>Research has shown that providing pupils with additional opportunities increases their chances of improved attainment at school and closes the disadvantaged gap Life skills and enrichment EEF.org.uk)</p>	5
<p>Contingency fund for acute issues eg uniform, school meals, Funshine</p> <p>£2000</p>	<p>Based on our experiences and those of schools similar to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have yet been identified:</p>	All
<p>To ensure that pupils who are disadvantaged achieve at least 96% attendance over the academic year LM informal meeting when attendance dips below 96%</p> <p>£1000</p>	<p>Evidence and research suggests that good attendance in school significantly improves attainment in all children, including those disadvantaged: https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p>	3

<p>To support disadvantaged pupils in developing their reading by providing 1 book each term for disadvantaged pupils (Roving Books)</p> <p>£3000</p>	<p>Reading interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impact on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2,4
<p>Annual subscription to Beacon 360, behaviour support</p> <p>£599.88</p>	<p>Staff can access the videos and other training materials in order to support children with additional behaviour needs</p>	
<p>Therapy dog handler training and insurance costs</p> <p>£3779.88</p>	<p>Hazel, our therapy dog, to be trained along with 5 other school handlers. She will visit classes and work with groups of children to improve their mental health and wellbeing</p> <p>Every school 'needs dog as stress-buster' - BBC News.</p>	1
<p>To improve children's oracy skills and further embed British values and 9 protected characteristics</p> <p>£320</p>	<p>Picture News for EYFS and primary, annual subscription until Feb half term 2024</p> <p>Resources tailored for EYFS, and primary with relevant and meaningful links to British Values as well as supporting personal development</p>	1,4,5
<p>Matt white paper to back special memories for disadvantaged children</p> <p>£7.99</p>	<p>Children who are disadvantaged can have their special memories/events taken part in backed and displayed</p>	1

Total budgeted cost: £ 143,000

Activity in this academic year - Early Years Pupil Premium

This details how we intend to spend our EYFS pupil premium **this academic year** to address the challenges listed above.

Budgeted cost: £ 2416.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contingency fund for acute issues (£100 per term)	Based on our experiences and those of schools like ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have yet been identified:	All
Diane Pye School Improvement – bespoke training for EYFS staff £350, budget from Training and CPD £72,000	Bespoke training for EYFS staff – paving the way for Year 1, considering effective curriculum design	1,2
Programs to improve oracy in EYFS £60	Helicopter Stories – to improve oracy in EYFS	1,2
Specialised resources to support fine motor skills £97	Purchase of specialised resources to support with children's fine motor skills	
Program to improve oracy in EYFS £240	Tales Tool Kit – to improve oracy in EYFS and Reception	1,2

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.

Our assessments and observations in the academic year indicated that pupil behaviour, wellbeing and mental health continue to be significantly impacted, following on from the C19 Pandemic. The impact was particularly acute for disadvantaged pupils. We used Pupil Premium funding to provide wellbeing support for all of our pupils and therapeutic targeted group or one to one intervention where required.

Covid 19 continued to disrupt planned trips and opportunities for our children however we were able to commission a dance company and resident artists to support our children to create their own Raddlebarn Carnival, with a link to the Commonwealth games. This was performed to parents and carers in the last week of term.

Our internal assessments during 2021/2022 suggested that our disadvantaged pupils were beginning to catch up in terms of progress made, with 85% making 2 or more points progress in Maths, 87% making 2 or more points progress in Reading and 92% making 2 or more points progress in Writing.

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
TT Rockstars	Maths Circle Ltd
Boom Reader	

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?	Gaps identified in service children's education which was addressed with targets

	and therapeutic groups supported by Senior Leaders in school
What was the impact of that spending on service pupil premium eligible pupils?	Confidence and skills-based improvements were seen amongst service children. The therapeutic groups gave the service children a sense of ambition and continued to support them in building resilience

Further information (optional)

Additional activity:

Our pupil premium strategy was supplemented by additional activity that was not being funded by pupil premium or recovery premium. This included:

- Utilising a DfE grant £1200 to train a Senior Mental Health Lead. The training that the Inclusion & Pastoral Leader has selected is through Leeds Beckett University and focuses on the following: Leadership and Management, Targeted support and appropriate referral, Identifying need and monitoring impact, Creating an ethos and environment including staff development, Enabling student voice as well as working with families, parents and carers, Curriculum, Learning and Development, Deep Dives, Action plan and attendance at a regional conference to discuss and share impact on school

Planning, implementation and evaluation:

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had intended. The Covid pandemic has had a significant impact on all the children especially those who are disadvantaged. External agencies were unable to visit children in schools and many health services were not able to conduct face to face visits.

We triangulated evidence from assessments, book looks, conversations with parents, teachers, and the pupils themselves to identify their challenges.

We looked at the EEF reports, studies, and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.