Pupil premium strategy statement – Raddlebarn Primary and Nursery School

This statement details our school's use of pupil premium funding (and recovery premium) to help improve the attainment of our disadvantaged pupils. This is a 3-year strategy therefore this plan will develop and be evaluated each academic year.

This strategy begins with the pupil premium funding allocations including the recovery premium for the academic year 24-25. It will continue into 25-26 and 26-27

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 2024-2025

Detail	Data
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers.	24-25 25-26 26-27
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Angela Lowry - Headteacher
Pupil premium lead	Lisa Naughton
Governor / Trustee lead	Catherine Gilligan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,270
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Early years Pupil premium funding	£2,416
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*	£133,686

School overview 2023-2024

Detail	Data
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers.	24-25 25-26 26-27
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Angela Lowry - Headteacher
Pupil premium lead	Angela Lowry
Governor / Trustee lead	Catherine Gilligan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,510
Recovery Premium funding allocation this academic year	£14,210
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Early years Pupil premium funding	£4228.00
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*	£157,948

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 good progress for those who are already high attainers so they have the same opportunities as their peers. We will also consider the challenges faced by susceptible 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 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 objectives are to:

• Narrow the attainment gaps between disadvantaged and non-disadvantaged pupils

• Ensure pupils can read fluently with a good understanding to enable them to access all areas of the curriculum

• Develop knowledge, skills and understanding as well as confidence in Maths across the school

• 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 they live in

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 resources which will 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
- Target funding to ensure all children have access to trips, residentials, 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 teaching and learning meets the needs of all pupils through the analysis of all types of data. Alongside academic support, we will ensure that pupils who may have social, emotional and mental health needs at any time are also able to access high quality provision from appropriately trained adults in school to develop their own resilience and independence so that they are ready for the next step in their learning journey.

Challenges

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

Challenge number	Detail of challenge

1 **Social, emotional and mental health development**	Through our assessments and observations alongside discussions with outside agencies, teachers and families as well as pupils themselves we have identified that a proportion of the children may have difficulties with their social development, emotional mental health. This may be as a result of a one- off or may be long-term. Over time, it has been noted pupils are beginning school with not as prepared in the areas of PSED (physical, social and emotional development). There has also been an increase in the number of referrals made to the pastoral team by class teachers and parents seeking support.
2 **Gaps in reading, writing maths and phonics**	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by previous partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps leading to pupils falling behind age related expectations in the majority of areas. Additionally, as a proportion of these pupils often face other external barriers to learning and/or may have had attendance concerns in the past. Gaps in their learning building blocks have led to underachievement.
3 **Attendance and Punctuality**	After analysis of school attendance and persistent absenteeism, it has been found our disadvantaged pupils as well as our younger pupils often fall below the 90% attendance threshold. This is negatively impacting on outcomes for our disadvantaged pupils in the short and long term. This, as well as punctuality, results in children missing vital parts of the school day and term. Having pupils in very day ensures their school diet is rich and builds upon prior learning. Without attending this leads to gaps in their learning and underperformance. As well as social anxiety and self-esteem issues at times.
4 **Speech, language and communication needs**	Assessments and observations from teachers and outside agencies as well as WELLCOMM, indicate under developed oral language skills as well as under developed language vocabulary across the school among many disadvantaged pupils. These are evident from Nursery to year 6.
5 **Enrichment and aspirational opportunities**	Many of our disadvantaged pupils have not had the same advantages as their peers having not had as many enrichment opportunities. This has led to gaps in understanding and context which has put them at a further disadvantage. The challenge here is to provide pupils with the context and opportunity through a variety of means.

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 break down barriers caused by social, emotional and mental health development. To improve children's social, emotional and mental health development.	• 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. She will help them to develop strategies to support their social, emotional mental

To improve attendance of pupils identified as disadvantaged.	health which will be able to be utilised outside of the classroom as well as in. • 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 clubs/enrichment opportunities, 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/Family Connect will be offered and there will be more families taking up this offered to support their children's life chances • Children who are disadvantaged will make good progress because of their increased attendance

To improve reading, writing, maths and phonics across all 3 phases as well as improve quality first teaching.	**Phase 1, including Early Years:** • SLT to work with middle leaders, helping staff identify pupils to raise standards, improve progress and attainment • DHT 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 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, plan put into place • Identified children will work with Beanstalk to improve their oral reading skills and comprehension • Coaching and mentoring staff facilitated by DHT and other members of the SLT team to improve pedagogy and address any areas of Teacher standards to improve quality first teaching **Phase 2:** • Upon data capture, around 90% of pupils in Year 1 will have passed the phonics screening check (2025) • Upon data capture, around 95% of pupils in Year 2 will have passed the phonics screening check those who didn't pass in Year 1) • Coaching and mentoring staff facilitated by DHT and other members of the SLT team to improve pedagogy and address any areas of Teacher standards to improve quality first teaching • SLT to work with middle leaders, helping staff identify pupils to raise standards, improve progress and attainment • Identified children will work with Beanstalk in order to improve their oral reading skills and comprehension • Coaching and mentoring staff facilitated by DHT and other members of the SLT team to improve pedagogy and address any areas of Teacher standards to improve quality first teaching **Phase 3:** • AHT 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 • Coaching and mentoring staff facilitated by DHT and other members of the SLT team to improve pedagogy and address any areas of Teacher standards to improve quality first teaching • SLT to work with middle leaders, helping staff identify pupils to raise standards, improve progress and attainment

	• As a result, phase 3 reading outcomes for 2025 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 2025 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 2025 will show that more than 75% of pupils who are disadvantaged met the expected standard and/or exceeded if more able • Identified children will work with Beanstalk to improve their oral reading skills and comprehension **All phases** • Will be resourced with interactive whiteboards to enable them to provide quality first teaching.
To improve oral language skills and vocabulary among all disadvantaged pupils including those who are more able	• All children across the school, from N through to Year 6 will have participated in a theatre-based workshop to improve their oral language skills (Playhouse, Peter Winn Wilson) • Early identification and interventions will be offered to all children who need it following Wellcomm assessment in N and 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 • A process of induction for pupils new to English will be followed to allow them to assimilate easier.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £77,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Middle leader training to be delivered across the year-	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-	2

• To raise standards and quality of teaching • Support coaching and mentoring of others £4,000	Effective-Professional-Development-Guidance-Report.pdf?v=1635355217 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1691057377 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning By improving the quality of middle leadership skills in their teaching and learning skills and following on from this coaching skill. Knowledge and skills around teaching and learning can be disseminated effectively through coaching and training of others following a cycle of assessment- coach- review- reassess. Improving whole school quality first teaching.	
Whole staff training to be delivered across the year- Pedagogy – TTD £1,500	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1691057377 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches Improving whole school pedagogical approaches to learning and then subsequently providing a bespoke programme of support for individual teachers to ensure raised standards and expectations.	2
Senior Leaders (AHT/DHT) to work with staff, to support coaching and mentoring training and to raise standards in core subjects and improve progress and attainment £50,000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217 Ensuring progress and attainment support is spotted and given to others as and when needed as well as ensuring high standards and expectations of all groups of children are kept and built upon in all areas. This will involve teaching specific groups of children as well as supporting others.	2

NHS SALT to provide CPD for Teaching assistants and teachers so targeted intervention for children requiring SALT can continue. £5,500	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1729674806 https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?utm_source=/early-years-evidence-store/communication-and-language&utm_medium=search&utm_campaign=site_searchh&search_term https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Improving reading and writing is based upon pupils speaking and listening skills, some pupils need additional support on arrival in this area the SALT can provide intervention as well as CPD to class teachers and TAs to support the individual need of the child.	4
Ongoing CPD for all staff through National College £1,500	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217 By improving the quality of middle leadership skills in their teaching and learning skills and following on from this coaching skill. Knowledge and skills around teaching and learning can be disseminated effectively through coaching and training of others following a cycle of assessment- coach- review- reassess. Improving whole school quality first teaching.	2, 4
To use technology to improve the quality of explanations and modelling (3-year strategy for improvement) and the impact of pupil practice. £15,000	To revitalise and improve current digital technology within classrooms. To enable teachers to deliver quality first teaching. Ensuring interactive whiteboards etc are used to impact on teaching and learning through the use of explanations and modelling. – This is a 3-year plan to ensure all classrooms are updated. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1729434833	2

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

Budgeted cost: £48,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills: -Working with the Peter Winn Wilson theatre, acting and performing £7,500	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?utm_source=/early-years-evidence-store/communication-and-language&utm_medium=search&utm_campaign=site_searchh&search_term 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:	1, 2, 4
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, 4 and 3 £6,000	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_search&search_term=digit 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) £3,000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language- interventions Reading interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening and a combination of reading improve attainment.	2,4

Learning mentor to work across the school- Breaking down barriers- SEMH Working with families Working with attendance £30,000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning 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:	1
Working with individual families to support them in breaking down their individual barriers. TLR3 payment and cover £9,200	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Building relationships with families especially those who are hard to engage has a positive effect on pupils . It also enables any potential barriers to learning to be overcome and addressed.	1, 3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To offer further opportunities to develop disadvantaged pupil's life chances by subsiding clubs, trips, residential, music lessons -20% reduction -50% residential £2,000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions 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)	5
To ensure that pupils who are disadvantaged achieve at least 96% attendance over the academic year	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance	3

Learning mentor to have informal meeting when attendance dips below 96% *Costing included in learning mentor above.*	To improve life chances all pupils need to attend school as every lesson count. This approach helps support family's breakdown barriers to this. It may include, home visits, meetings with parents/carers to identify where support is needed.	
To support disadvantaged pupils in developing their reading by providing 2 books across the year for disadvantaged pupils (Roving Books) £3,000	https://educationendowmentfoundation.org.uk/news/eef-blog-wrapped-up-in-reading-building-longevity-into-book-gifting?utm_source=/news/eef-blog-wrapped-up-in-reading-building-longevity-into-book-gifting&utm_medium=search&utm_campaign=site_search&search_term=reading Ensuring pupils are modelled the "love of reading" in their classes. Teaching them the value of books and their life long impact they will then be gifted a book so that they also have the opportunity of receiving a book when the book fair arrives. High quality texts chosen to engage and interest.	2, 5
Annual subscription to Beacon 360, behaviour support £1,000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Staff can access the videos and other training materials to support children with additional behaviour needs.	1
Transport £5,000	Many disadvantaged children don't access extracurricular activities outside of school. By transporting children from venue to venue, we can ensure that they are able to access activities	5

Total budgeted cost: £ *136,000*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of Key Stage Two Statutory Assessment Targets

We firmly believe that by addressing our children's challenges and achieving our intended outcomes, our disadvantaged pupils' attainment will improve in the medium to long term; we see them as the crucial building blocks to sustained academic achievement. Below, we have set out our targets for end of key stage two statutory assessments for the next three years in relation to our pupil premium pupils. As well as putting in the preceding data to demonstrate the impact the funding has already had. Additionally, there is data from other externally measured points as well as the impact the funding has had on our attendance figures.

However, the impact is not always measured in a quantitative way but can also be measured in the impact on pupils and families lives.

Cohort		Reading Target	Reading actual (PP)	All pupils	Nat'l	Writing Target	Writing Actual (PP)	All pupils	Nat'l	Maths Target (PP)	Maths Actual	All pupils	Nat'l
2022-23- 20 pupils	Exp	70%	65%	75%	73%	70%	60%	75%	71%	60%	38%	64%	73%
	GD		15%	31%	29%		15%	21%	13%		5%	16%	24%
2023-24- 12 pupils	Exp	80%	75%-	84%-	74%	73%	50%	70%	72%	80%	58%	72%	73%
	GD		8%	35%	28%		0%	9%	13%		17%	38 %	24%
2025-19 pupils	Exp	80%				74%				80%			
	GD												

Note: These targets are based on the most recent assessments for each cohort and a thorough analysis of the pupils as individuals (which are given in the first column)

Note 2: pupils are compared to all pupils not to other children who are eligible for pupil premium.

Other external data outcomes:

Good level of Development – Reception

% GLD	Disadvantaged 22/23 (5)	Disadvantaged 23/24 (6)	All Pupils 2024 (55)
School	20%	16.7%	59%
National			N Yet Published

Phonics year 1 and year 2

% year 1	Disadvantaged 22/23 (8)	Disadvantaged 23/24 (5)	ALL Pupils 2024 (59)
School	89%	100%	86%
National			NYP
% year 1 and year 2 uptake	**(14)**	**Disadvantaged 23/24 (11)**	**(57)**
School	86%	82%	93%
National			NYP

Multiplication Times table Check (year 4)

	DISADVANTAGED 2022/23(16)		DISADVANTAGED 2023/2024 (21)		School 2023/2024	
MTC	Mean average	25/25	Mean average	25/25	Mean average	25/25
School	19.5	19%	19	29%	20.6	31%
National (all)					NYP	NYP

Attendance data – a positive impact

	Year Sept 22 to July 23	*National data 22 - 23*	*Year Sept 23 to July 24*	*National Autumn and spring 23-24 (summer not yet published)*
Pupil premium attendance	*89.9%*	*88.9%*	*91.7%*	*89.4%*
Persistent absence	*39.6%*	*36.5%*	*22.7%*	*33%*

Last year marked the end of a previous pupil premium strategy plan. The intended outcomes of

- *Improve pupils SEMH support was achieved this was measured through pupil and parent/carer voice as well as impact in lessons and outside additionally it resulted in a reduction of behaviour incidents. This will be continued*
- *Improve attendance – although the target of 96% of attendance was not achieved there was a marked improvement in this area which will continue to be built upon.*
- *Phonics data and other external data – as external data demonstrates the PP data is improving this is because standards have risen due to the CPD support provided by this funding. However, there is still work to do to continue working in this area as well as ensuring new staff are also achieving the same standards and expectations.*
- *Oral language development through early intervention as well as Arts work across the school. Early intervention demonstrates rapid progress for those pupils involved and enables them to partake in other areas of the curriculum. The SALT work has not been as successful this year however, we have therefore obtained a different worker to support in this area of tailored support. Arts has a huge impact on all our children in many areas as our pupil voice demonstrates. This year we have decided to go with a new provider as the previous provider was unavailable.*

Externally provided programmes

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

Programme	Provider
AI software that tailors to the needs of the child and provides additional homework support around core skills.	Century Tech
Artist in residence who works with children using drama as a driver for learning.	Peter Winn Wilson

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.