

## Pupil premium strategy statement – Randwick C of E Primary School

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	92
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Dave Poad/ Jo Donaldson
Governor / Trustee lead	Rachel O' Neill

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,620
Recovery premium funding allocation this academic year	£2,000
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
<b>Total budget for this academic year</b> <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>	£18,620

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all of our children are supported in school to make great progress and achieve well in all subjects. The focus of our pupil premium strategy is to support disadvantaged children well so they are given every opportunity to aspire and achieve enabling them to flourish and live life to the full.

We believe in a whole school ethos of Fly High for all, rather than stereotyping disadvantaged pupils as a group facing barriers or with less potential to succeed. Vulnerable children come to school with different challenges, many with low aspiration lacking the motivation to work hard and achieve well. Children are not supported with learning to read at home as well as completing homework tasks as education is not a priority. Low self-esteem, coming from families who have poor mental health, experience of domestic violence and drug misuse mean that some of our disadvantaged children suffer trauma before they come to school.

High quality teaching is at the heart of our approach, with a focus on areas for which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the attainment gap for disadvantaged children and at the same time supporting all children in our school. Our focus is that disadvantaged children's progress will remain in line or exceed prior attainment, for non-disadvantaged children progress will be sustained and improved.

Our strategy includes wider school plans for educational recovery, we will continue to support children through the School Led Tutoring Programme whose education has been worst affected, including non-disadvantaged children.

To address specific learning needs we will provide individual support to identify the challenges and interests of each pupil. Group support will be provided for children facing similar needs and challenges. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

For all children and families, we provide strong social and emotional support through our Pastoral interventions. This means we are able to respond quickly to behaviour and/or attendance issues, family needs etc

Our responsive approach is based on robust diagnostic assessment to assess individual needs and identify common challenges. The approaches we use dovetail together to support children in all aspects of school life, from emotional development to academic success, to help all of our children to have faith in themselves and others, have high aspiration and achieve to their best. To support these, we will:

- Ensure disadvantaged children are challenged and supported in the work they are set.
- Early intervention is applied at the point of need
- Provide all our children and families with strong social and emotional support through our Pastoral support strategies.

## Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral skills remain a challenge especially among many disadvantaged children, there is also evidence of vocabulary gaps. These are particularly evident in Reception class, but appear through to KS2
2	Low levels of literacy and phonics. Assessment, observation and discussion with children suggest that disadvantaged children have greater difficulties with phonics than their peers, this negatively impacts their development as readers
3	The impact of school closures continues to affect the wellbeing of our children. This is supported by national studies. This has resulted in greater gaps for children from disadvantaged families leading to them falling further behind in age related expectation, especially in reading, writing and maths.
4	Assessment, observations and discussion have highlighted that children's development in writing has been adversely affected by the pandemic. Children lack the resilience and motivation to write at length. Spelling is also an area where disadvantaged children's knowledge of spelling patterns is significantly below that on non-disadvantaged children.
5	Wellbeing of families and parents. Support for families and individuals continues to be a priority for school. Observations, discussions and assessment of children and their families have shown that impact school closures has had on the well being and mental health of our children and their families. We have a greater number of children who have social and emotional needs who have been referred to specialist support, including art therapy, music therapy, counselling and nurture groups as well as 1-2-1 support and assessment and parental group and family support.

## 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 phonics knowledge in the Early Years.  NELI programmes is completed for children in EYFS and Year 1 and children's oral skills and vocabulary show an improvement.	An increased number of children passing the PCS in Year 1 100 %  All children identified are supported to engage with NELI programme. The programme is delivered x4 weekly throughout the 20 weeks required. 100% of children make improvement against previous assessment data.  Children throughout the school are assessed at the end of each term to ensure they are on track. Those

	<p>who are not are given swift interventions to support them to keep up.</p> <p>Interventions are robustly monitored every short term. Impact is that 100% of children are able to read in line with ARE.</p> <p>EYFS teacher to focus on oracy skills during T1 &amp; 2 to ensure gaps in language and vocabulary are closed within continuous provision.</p>
Improved reading attainment amongst disadvantaged children.	<p>Children who are identified as not being read with at home or not achieved ARE read with at least three times a week in school to support fluency of reading.</p> <p>Interventions are in place to support children with low reading attainment to ensure skills in fluency and comprehension are supported.</p> <p>Any child who did not achieve required reading score for PSC continues to be supported through interventions and supported reading. These interventions are monitored to assess impact.</p>
<p>Reading and writing support</p> <p>Children maintain progress in line or better than previous published data scores.</p>	<p>Gaps are identified using standardised assessment tool at the end of each term. Support strategies are put in place to close gaps identified, and these are robustly monitored and effectiveness is assessed.</p> <p>Observations and assessment have shown that vulnerable children have been more affected by school closures than other pupils, this is supported by national studies. The result of this is that disadvantaged children's outcomes in core subjects are falling further behind age related expectations. The largest impact is on the children's confidence, resilience and independence.</p> <p>Children who are new to school are supported by improved continuous provision opportunities so they are able to engage in independent writing activities set out in the provision. Writing scheme for Rec will be monitored to ensure it is meeting the needs of reception pupils.</p>
To achieve and sustain improved wellbeing for all pupils in our school, with a focus on disadvantaged families.	Children and parents supported with art and music therapy, nurture groups, counselling, 1-2-1 support as well as parent groups and individualised family support.

## 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: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
Early literacy skills will be a focus area this year to support all children in their development and acquisition of sounds as well as love of reading ensuring the books taken home clearly match the teaching of phonics.	<p>Phonics teaching continues to be a strength. There is a consistent approach, in line with the school's agreed approach document. This year the ambitious phonics programme has been embedded with new members of staff receiving support to ensure phonics teaching in line with new DfE guidelines and the school's agreed approach. Regular, rigorous assessment ensures tracking of sound acquisition which supports the early identification of any gaps. A variety of approaches are employed for swift intervention, including enhancements in Early Years, daily 1:1 reading and precision teaching provision.</p> <p>Research suggests that individualised instruction can result in +4 months progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	1, 2
Speech and language are a focus and due to COVID19 many children lost the opportunity to develop their speech. The school supports children in EYFS by implementing the NELI programme. (Nuffield Early Language Intervention) starting in January.	<p>School uses NELI early language intervention to support children with language needs. All YR pupils are screened to identify those who need to be part of the programme. PP pupils who are borderline are included. The programme is delivered in T3. Y1 will be assessed to ensure gaps are closed as a result of COVID on the completion of the Rec programme.</p> <p>P4C promotes oracy and results suggest that P4C had the biggest positive impact on KS2 results among disadvantaged pupils</p> <p>There is a strong evidence base that suggests oral language interventions, including activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
Enhancement of our reading, writing	The DfE non-statutory guidance has been produced in conjunction with the National Centre for	1, 2, 3

<p>and maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher and senior leader release time to adapt core and foundation curriculum subjects to address the needs of our children with a focus on retrieval practice, cognitive overload and teaching adaptations.</p>	<p>Excellence in the drawing on evidence-based approaches:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>Maths assessments on return to school to identify gaps – planning adapted by teachers, overseen by subject leads to ensure gaps are closed.</p>	
--	--	--

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

Budgeted cost: £ 7,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of NELI programme to improve listening, narrative and vocabulary skills for disadvantaged pupils and others identified who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2</p>
<p>Additional phonics sessions targeted at all pupils disadvantaged or not who require further phonics support, in the form of catch up groups target gaps in phonics knowledge for Y1, Y2 and Y3 pupils</p>	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3</p>
<p>Experienced teacher to support children and engage with the</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective</p>	<p>2,3</p>

<p>National Tutoring Programme to provide school-led tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>          And in small groups:  <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
--	--	--

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

Budgeted cost: £ 7,543

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on SEND support, and trauma approaches with the aim of developing our school ethos and improving wellbeing across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
<p>Breakfast club, forest school club and music tuition</p>	<p>Children who do not receive breakfast in the morning will be given breakfast in school.          Staff pick up children who are not able to be transported to school due to parent's and carers mental health issues.          On occasion after school provision is needed if parents need to attend appointments.</p>	<p>5</p>
<p>Pastoral support</p>	<p>Children and parental support put in place to ensure children are ready to learn. This is delivered in a variety of ways, including art and music therapy, counselling, parent's group, counselling, nurture groups and a wellbeing focus in classrooms  <a href="https://www.educationendowmentfoundation.org.uk/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf">documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf</a></p>	<p>5</p>

**Total budgeted cost: £ 17,563**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

92% of EYFS pupils met the communication and language ELG. Clear, measurable progress was made by pupils attending NELI.

100% in PSC for Y1 and Y2 retakes.

P4C embedded, responsive PSHE and nurture groups all supported pupils to report that they felt happy and settled in school.

New writing scheme in EYFS enabled 83% of pupils to meet their writing ELG. This will now be introduced to KS1 to support the transition.

Spelling strategies altered, but more impact is needed, so this will remain a focus for 22/23.

The majority of pupils and families who have accessed wellbeing support/ counselling have been signed off by their therapist. Some will be ongoing into 22/23

### 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.*

<b>Programme</b>	<b>Provider</b>
Music therapy	Maria Radoje
Art therapy	Marion Green
Counselling	Iris Ter Haar
Forest School	Carrie Roet – All Seasons
1:1 tuition	Sam Young - Searchlight
Counselling	Sue Bearder - Cotswold Counselling
National Tutoring Programme	DfE