

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Richmond Avenue Primary and Nursery School
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	(93 pupils) 22.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Dan Mattingly
Governor / Trustee lead	Vicky Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,225
Recovery premium funding allocation this academic year	£15,000 approx.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£156,225

Part A: Pupil premium strategy plan

Statement of intent

The school motto is, 'Learning, Achieving Together'. We passionately believe that all children, regardless of background, can achieve well. We set out to identify any barriers to learning for our disadvantaged pupils and carefully plan our annual Pupil Premium Action Plan based on overcoming these barriers. We recognise that there are many reasons our disadvantaged pupils need additional support from SEND to AMA, family circumstances, life experiences and social, emotional and mental health aspects of learning. Our intent is to diminish the difference in achievement between disadvantaged (PP) and non-disadvantaged pupils (NPP) so that PP pupils are prepared to achieve well in the next stage in their education.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in prior learning for PP children in all year groups, widened due to C-19 school closure.
2	Social, emotional and behavioural barriers to learning, exacerbated by C-19 school closure.
3	Greater proportion of PP children on SEND register. (35% PP vs 19% all pupils, 16% national average all)
4	Low attendance and punctuality and persistent absenteeism.
5	Low aspirations and expectations. Lack of 'cultural capital'.

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 ensure that PP children's attainment moves to broadly in line with national standards across all subjects, by ensuring accelerated progress for these children.	PP pupils make accelerated progress in Reading, Writing and Mathematics from their starting points (end of 2020/21 KPI

	summary data, baseline 2021/22 to year end point).
To support PP children's social, emotional and mental health needs.	Learning mentors'/play therapists' initial assessment of needs vs outcome; children's' self-assessment; parents' assessment.
To identify and overcome PP children's SEND barriers to learning.	Staff use appropriate tools (eg Maths Box intervention) to identify and overcome SEND barriers to learning. Progress data from PP/SEND interventions shows these children make accelerated progress.
To improve the attendance of Pupil Premium Pupils to ensure that they are in school regularly and on time promoting increased attainment and progress for identified pupils.	Difference in attendance between PP and NPP children diminishes.
To promote higher aspiration for the PP children and to give the children wider experiences of the world around them.	Pupils have a good understanding of the opportunities available to them and strive to achieve their best. Pupils access positive experiences in the wider world.

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:

£24,000 salary costs

£2,500 CPD

£5,000 Curriculum enrichment – trips and visits to engage learners and 'hook' their interest.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide third teacher to enable 3 maths sets in Y6	Reducing teaching groups enables teaching to be targeted more sharply at learning need. Smaller group size means more feedback between each pupil and teacher	1,3

Provide CPD to ensure high quality QFT	EEF: The type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment. Usually, effective CPD is: <ul style="list-style-type: none"> • supported by the school's leadership, • sustained over at least two terms, • includes expert input, peer collaboration, and opportunities for teachers to consider and experiment with their learning and get feedback on their work. All the programmes evaluated by the EEF with positive impact for pupils have high-quality staff training at their heart.	1,2,3
Provide supply cover for 2 days teacher release time for Pupil Premium Review days.	The single biggest reason programmes evaluated by the EEF do not work is because of poor implementation, usually linked to challenges with training.	1,2,3,4,5

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

Budgeted cost:

£39,853.52 salary costs

£1,600 12 x Maths Box intervention kits

£3,850 Lexia subscription p.a.

£2,500 CPD

£33,000 (estimated) tutoring costs (£15,000 Recovery Curriculum funding + £18,000 PPG funding): Y4 & Y5 10 pupils each, Maths, Third Space Learning provider (NTP), after school 'club'; Y3 & Y6 6 pupils each, small group reading tuition, JJS Tuition, in school; Y2 tuition provider tbc

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide qualified experienced teacher 4 afternoons per week to carry out interventions for PP pupils and; train & support LSAs in delivering SEND/PP interventions.</p>	<p>EEF: ‘Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.’</p> <p>EEF: ‘Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.’</p> <p>EEF: ‘The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months’ progress lies between these figures. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.’</p>	<p>1,3</p>
<p>Provide additional 0.50 FTE KS1 teacher to run pm interventions in phonics, reading, writing and maths to enable learning lost in Lockdown to be regained and provide additional challenge for more able.</p>	<p>EEF: ‘Small group tuition has an average impact of four months’ additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school’s pupil premium strategy.</p> <p>The average impact of the small group tuition is four additional months’ progress, on</p>	<p>1,3</p>

	average, over the course of a year.'	
Provide high quality, individualised programs of learning (eg via Lexia) for identified PP pupils to enable rapid progress in reading	Evidence-based research studies have demonstrated that Lexia's literacy program, Core5, contributes to students' success on standardised reading assessments. In multiple studies published in peer-reviewed journals, Lexia Reading Core5 has been found to accelerate the development of literacy skills. Key Findings: Lexia programs contribute to improved scores on standardized reading tests for students in preschool and elementary school. Targeted populations (such as students who are low performers) benefit significantly from Core5.	1
Provide CPD for teachers, SENCO and support staff delivering PP/SEND interventions so that PP/SEND intervention provision is consistently high quality.	EEF: The type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment. Usually, effective CPD is: <ul style="list-style-type: none"> • supported by the school's leadership, • sustained over at least two terms, • includes expert input, peer collaboration, and opportunities for teachers to consider and experiment with their learning and get feedback on their work. All the programmes evaluated by the EEF with positive impact for pupils have high-quality staff training at their heart. The single biggest reason programmes evaluated by the EEF do not work is because of poor implementation, usually linked to challenges with training.	2,3
Provide one to one tutoring for identified PP pupils to allow for accelerated progress (through National Tuition Partners and local tuition company).	National Tutoring Partners: 'There is extensive high-quality evidence demonstrating the potential of one-to-one and small-group tuition as a cost-effective way to support pupils who are falling behind in their learning. The Teaching and Learning Toolkit suggests it can boost progress by up to +5 months. Randomised controlled trials funded by the EEF have also found positive effects for a range of tuition models. It's estimated that around 80% of disadvantaged pupils currently don't have access to quality tuition.'	1

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

Budgeted cost:

£16,885.80 salary costs

£17,000 Play therapy

£500 Attendance prizes

£5,000 Aspirations events (eg UEL University trip, Paul Hannaford)

£5,000 Parental engagement (eg F.R.E.D program, meeting authors who have spoken to pupils)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide on-going regular learning mentor support for identified pupil premium pupils who need emotional or social support.</p> <p>Provide play therapy sessions for identified EYFS and KS1 pupil premium pupils.</p>	<p>Educational Endowment Fund: 'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.'</p> <p>Children's Commissioner: 'We know that the loss of learning during lockdown disproportionately affects children from disadvantaged groups. The digital divide, with too many students having no access to online learning, was just one reason that, despite the huge efforts of many teachers and support staff, more than two million children did hardly any learning during the first school shutdown'.</p>	2
<p>Identify pupil premium pupils whose attendance is less than 'good' (95%)</p> <p>Intervene through:</p> <ul style="list-style-type: none"> •Incentivising good attendance through attendance prizes for class with highest percentage attendance •Work with Early Help to ensure that Level 2 and 3 intervention is 	<p>Education Endowment Fund: 'There is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils.'</p> <p>'Interventions ... are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.'</p>	4

actioned for persistent absence		
Provide events to raise pupils' awareness of the necessary steps to achieving their aspirations (eg trip to University of East Anglia; visit from Paul Hannaford role model to ensure pupils have knowledge and skills to combat peer pressure).	EEF: 'Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.'	4
<p>Improve parental engagement with pupils' learning.</p> <p>Fathers Reading Every Day Program</p> <p>Facilitate parents meeting authors who are visiting pupils.</p>	EEF: 'The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment'.	1, 4, 5

Total budgeted cost: £155,689.32

Contingency: £535.68

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 2020 to 2021 academic year.

Please refer to Pupil premium Action Plan Review 2020/21

Objective 1: to overcome low starting points on entry into the EYFS.

- 1 pupil Autumn Nursery sessions funded (£420)
- 1 pupil Spring 1 (£60) and 2 (£45); summer 1 Nursery sessions funded.
- Nursery and Reception have access to Bug Club, so that every EYFS child can access high quality virtual library of age-appropriate texts Sept20- May 21 214 books read/596 book quizzes completed.
- Reception have access to Maths Whizz logins (Jan 2021) – personalised program of maths virtual ‘tuition’ with home access. 178 lesson progressions Sept 20– May 21.

Objective 2: to identify and fill the gaps in prior learning for PP pupils in KS1 & KS2. Gaps are identified and targeted through interventions/QFT (including provision of home learning).

- 0.5FTE teacher secured and began taking Y6 maths set and LA English group in September 2020. Impact: see Y6 KPIs
- DHT teaching Y5 Maths set since September 2020. Impact: DM set has caught up in terms of Y5 curriculum coverage, with pupils in set now at expected Y5 standard (2 above). Data impact from other sets: see KPIs
- 15 sessions of 1-1 online tutoring provided for 43 Y3, 4 & 5 pupils in English through Fresh Start in Education (NTP provider). Impact: ‘gained’ in 180 learning objectives, ‘retained’ 164 learning objectives, ‘mastered’ 38 learning objectives in addition to class teaching. Pupils gained an additional 15 hours of 1-1 bespoke English tuition.
- 15 sessions of 1-1 online tuition provided for 2 x 10 Y6 pupils in Maths through Third Space Learning (NTP provider). Impact: (Group One): Pupils made 247 LO steps and during 60 hours of additional 1-1 tuition. (Group 2): 63 LO steps in 22 hours of 1-1 tuition. All pupils gained an additional 15 sessions of 1-1 bespoke tuition.
- 22 sessions of small group English tuition provided for 6 Y3 pupils and 6 Y4 pupils (Genie Tutors). Impact: see tutor reports on individual chn.
- Lexia impact: 120 pupils each engage in 20 min daily targeted phonics, spelling and reading activity (for half term each) (54% PP). See individual Lexia reports for individual impact.
- Maths Whizz impact: (whole school) 8,778 lesson progressions, 1,016 hours of additional targeted maths activity, weekly average of 1 additional lesson progression per pupil.

Objective 3: to ensure that Pupil Premium pupils social and emotional barriers to learning are overcome so that pupils are ready to learn.

- September – December: Time 2 Talk lists of pupils supported. Also see Pastoral Care Meeting notes.
- Play therapy provided for 4 pupils Impact – see Play Therapy reports.
- PP/Vulnerable pupils – families receive additional communication.
- 7 of 11 pupils open to social care are PP.
- additional 3 pupils seen by Play Therapist. Impact – see Play Therapist reports.
- additional 3 pupils seen by Play Therapist. Impact- see Play Therapy reports.
- Of these 8 are PP (73%).
- PLT enhanced transition in Y6
- 2 PP pupils supported by behaviour plans (Y6, Y2); 1 post LAC

Objective 4: Pupil Premium pupils with SEND receive targeted support through accurate assessment of learning need and intervention.

- Boxall purchased and implemented. Impact: PP/SEND pupils are accurately assessed.
- Reasonable endeavours forms completed by DM and shared with parents. Impact: PP/EHCP pupils receive individualised support during remote education
- PP/SEND pupils receive weekly individualised paper-based learning packs as needed. Impact: PP/SEND pupils receive remote education that enables them to make progress.
- SEND risk assessment carried out for EHCP pupils learning remotely (TJ & XR = PP). Impact: PP/EHCP pupils are safe.
- Interim SENCOs support staff in providing for SEND needs of individual pupils. Impact: teachers are supported in providing for the needs of PP/SEND pupils in class.
- EP staff training. Impact – teachers are provided with expert advice to support PP/SEND pupils in class.

Objective 5: to ensure that pupil premium pupils have equal access to cultural capital.

- SSCO delivered football clubs (4 nights per week x 4 year groups) subsidised through PP at £1 per session (approx. 47 x 7weeks = £329)
- Pupil provided with 1-1 staff to enable participation in Football club x1 hour per week LSA Level 5
- Pupil A & Pupil B Basketball Club (2 x £20)
- Pupil C Y5 Football Club from (5 x £1)
- 19 PP places secured at extra – curricular clubs
- PP Champion to contact PP families to offer club places (subsidised through PPG)

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
Online 1-1 maths tuition	Third Space Learning (NTP)
Online 1-1 reading/GPS tuition	Fresh Start In Education (NTP)
Face to Face 1-6 reading/GPS tuition	JJS Tuition