

# Pupil premium strategy statement – Richmond Avenue Primary and Nursery School

*Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

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	401 (+29 Nursery)
Proportion (%) of pupil premium eligible pupils	25.4% (102)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Dan Mattingly
Governor / Trustee lead	Sarah Webb

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,225
Recovery premium funding allocation this academic year	£15,000 est
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><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></p>	£0
<p><b>Total budget for this academic year</b></p> <p><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></p>	£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	PP pupils make accelerated progress in Reading, Writing and Mathematics from their starting points (end of 2021/22 KPI

standards across all subjects, by ensuring accelerated progress for these children.	summary data, baseline 2022/23 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, Phonic Box, Lexia 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: • 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

**£3,850** Lexia subscription p.a.

**£2,500** CPD

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

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 &amp; 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: ‘</p> <p>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.</p> <p>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 tutors (2 x 1.5 hours</p>	<p>EEF: ‘Small group tuition has an average impact of four months’</p>	<p>1,3</p>

<p>p/w) to run pm, small group interventions in reading with identified children who are just below expected standard RIP for RAPS)</p>	<p>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. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.'</p>	
<p>Provide high quality, individualised programs of learning (eg via Lexia) for identified PP pupils to enable rapid progress in reading</p>	<p>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.</p>	<p>1</p>
<p>Provide CPD for teachers, SENCO and support staff delivering PP/SEND interventions so that PP/SEND intervention provision is consistently high quality.</p>	<p>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: • 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</p>	<p>2,3</p>

	poor implementation, usually linked to challenges with training.	
Provide one to one maths tutoring for identified PP pupils who are just below the expected standard (RIP for RAPS) 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 O2 trip, Residential Trip Subsidies)

**£5,000** Parental engagement (eg F.R.E.D program, Curriculum Workshops, 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</p>	2

	<p>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>	
<p>Identify pupil premium pupils whose attendance is less than ‘good’ (95%) Intervene through:</p> <ul style="list-style-type: none"> <li>•Incentivising good attendance through attendance prizes for class with highest percentage attendance</li> <li>•Work with Early Help to ensure that Level 2 and 3 intervention is actioned for persistent absence</li> </ul>	<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
<p>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).</p>	<p>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.’</p>	4
<p>Improve parental engagement with pupils’ learning.</p> <p>Fathers Reading Every Day Program</p>	<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’.</p>	1, 4, 5

Facilitate parents meeting authors who are visiting pupils.		
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**Total budgeted cost: £155,689.32**

**Contingency: £535.68**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Impact of providing 3<sup>rd</sup> teacher for setting in maths in Y6: Mock SATS in Sept 21 – 88% not on track – end KS2 SATS = 60% on track.

SM (School-led Tutor) (Aut & Spr term) Y6 EAL pupil with little to no English on entry leaves reading fluently. Multiple training sessions for Five Minute Maths and Phonics Box Interventions delivered to teachers and LSAs, plus ongoing support to deliver interventions

JJS Tuition: Impact: 12 pupils make average reading scaled score progress of 5.6 (expected = 0)

Lexia: Impact: Teachers provided with individual ‘closing the reading gaps’ analysis. Across years 1 – 4 (focus for Lexia interventions in 2021/22, on average pupils who did Lexia made +4.6 ss in term after Lexia finished (expected = 0)

Third Space Learning Tuition: Impact: 62 pupils receive 15 hours individualised maths tuition. Average progress is +4.6 in scaled score tests (expected = 0). Average SS increase in Y4,5,6 (tuition focus year groups was +3 for all children)

Learning mentor/Play Therapy Impact: see attached report

Attendance: impact: Autumn term PP attendance was 90.6%, rose to 91.5% in Summer term. Currently (Autumn 2022/23 PP attendance is 92.9%). Attendance is a priority in 2022/23 – changes to school support and challenge to parents, changes to rewards for pupils.

### 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.*

Programme	Provider
Online maths tuition (1-1)	Third Space Learning (NTP partner)
Reading intervention (1-6)	JJS Tuition