

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	Richard Lee Primary
Number of pupils in school	448
Proportion (%) of pupil premium eligible pupils	23% (101)
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jenny Stafford
Pupil premium lead	Adam Daly
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,845
Recovery premium funding allocation this academic year	£13,938
Pupil premium funding carried forward from previous years	£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	£149,783

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the challenges we face. This, alongside research conducted by the EEF shapes our decisions and strategic direction. Common barriers to learning for disadvantaged pupils can be: poorer language and communication skills; lack of confidence; more frequent behaviour difficulties and attendance and punctuality issues.

The school population draws from many children and families located within one of the 10% most-deprived neighbourhoods in the country, located to the north-west of the school (according to the latest IDACI 2019 data).

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make as much progress as their non-disadvantaged peers and make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To work with children and families to reduce persistent absence through our inclusion team.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better, ensuring that the quality of teaching experienced by all children is improved.
- To allocate Teaching Assistants to each phase in Key Stage 2 - providing small group work focussed on overcoming gaps in reading
- Additional teaching and learning opportunities provided through trained Teaching Assistants in small group interventions.
- All our work through the pupil premium will be aimed at accelerating progress, helping children to 'catch up and then keep up' with their peers.

Challenges

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

Challenge number	Detail of challenge
1	Poor communication and language skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas.
3	History of low attainment in reading, writing and maths
4	Gap between attainment and progress of disadvantaged and non-disadvantaged children.
5	Low attendance and support for mental health and wellbeing of children and families.

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
Progress in Reading	Pupil premium children making three steps of progress in each year group and, in Year 6, achieving in line with national average progress scores in KS2 Reading
Progress in Writing	Pupil premium children making three steps of progress in each year group and, in Year 6, achieving in line with national average progress scores in Writing
Progress in Mathematics	Pupil premium children making three steps of progress in each year group and, in Year

	6, achieving in line with national average progress scores in KS2 Maths
Greater Depth in Writing	Children with potential to be working at greater depth to make more than 3 steps of progress in Writing.
Children are able to communicate effectively and confidently with adults and their peers	Pupils are confident communicators who are able to clearly articulate their ideas and subject knowledge
Attendance of disadvantaged children improves	Ensure attendance of disadvantaged children is in line or above the whole-school target.
Improved attitudes to learning	Reduction of behavioural incidents reported to Phase Leaders and Assistant Headteachers
Additional mental health and wellbeing support for disadvantaged children and their families.	Inclusion team supporting more children and families through the Dove Hub.

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: £14,160

Activity	Evidence that supports this approach (from EEF)	Challenge number(s) addressed
Speech and language sessions for children in EYFS and KS1 led by trained TA. 3x mornings per week	Speaking, listening and vocabulary skills are low for the majority of children. XX% of children entering Reception are below age-related expectations for speech and language . XX% of the children on the SEND register have communication and language needs . EEF: "On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress."	1, 2 (£5,000)
The Origin Maths Hub – Teacher Research Group for Maths Mastery CPD for staff along with White Rose Maths scheme, Times Table Rockstars and materials required to	EEF: "On average, pupils in schools adopting Mathematics Mastery made more progress than similar pupils in schools that did not adopt the programme." Below national progress for disadvantaged pupils in maths at both KS1 and KS2.	2, 3, 4 (£360)

support quality first teaching		
TAs to support with Read Write Inc Phonics full implementation including development days	The percentage of children passing the KS1 phonics screening check has been consistently below national average. As part of the Little Sutton English Hub, the school is required to “teach with fidelity to a chosen SSP programme” and that “all teachers and TAs teach the chosen SSP programme confidently.” EEF: “Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.”	2, 3 (£8,800)

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

Budgeted cost: £86,000

Activity	Evidence that supports this approach (from EEF)	Challenge number(s) addressed
4 TAs employed in KS2 for targeted intervention in Reading and Maths (2 TAs for 5 afternoons per week, 2 for 4 afternoons per week)	Starting points are low and previous data shows persistent gaps between the progress and attainment of PP and NPP. “Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.” The EEF Guide to The Pupil Premium.	3, 4 (£40,900)
All EYFS children are assessed using the WELLCOMM package termly with appropriate targeted interventions planned	Starting points for children are low, particularly in language. “By the time children reach the age of 5 years the expressive vocabulary gap between children from the richest and poorest backgrounds is around 18 months” (Bradshaw, 2011) EEF: “On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.”	1, 2 (£600)
Support from SENCO (2.5 days per week) and Learning Mentor (2 afternoons per week) to support children with SEND and LAC and their families.	The EEF states, Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However,	4, 5 (£36,800)

	pupils with SEND are also more than twice as likely to be eligible for free school meals.”	
3 days per week of teacher time to support maths teaching in Year 6, delivery of phonics in KS1, to deliver targeted reading sessions in Year 6 and lead on (and deliver) Year 6 maths intervention. Spring term 2022.	Starting points are low and previous data shows persistent gaps between the progress and attainment of PP and NPP. “Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.” The EEF Guide to The Pupil Premium.	3, 4 (£7,700)

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

Budgeted cost: £49,900

Activity	Evidence that supports this approach (from EEF)	Challenge number(s) addressed
Inclusion team to include family worker (full time), learning mentor (4 mornings per week) and set up costs for the Dove Hub.	Attendance levels are low and there is a significant number of children who are persistent absentees. The inclusion team engage with families to provide the support they require, including Early Help, to get children to school, first day calling and home visit to collect. The team support families to access the external support they require in order to remove barriers to learning and attendance.	4, 5 (£37,500)
Trust Education Welfare Officer (1 day per week) and associated admin support (1 hour per day)	Attendance levels are low and there is a significant number of children who are persistent absentees. Trust EWO supports and meets with parents to support and challenge. Weekly analysis of attendance is also conducted by the EWO in order to inform next steps. A weekly attendance trophy is given to the class in each phase with the highest attendance.	4, 5 (£12,400)

Total budgeted cost: £150,060