

# Pupil premium strategy statement – Richard Lee Primary School (2023/24)

This statement details Richard Lee Primary School's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding this academic year and the effect that last year's spending of pupil premium had with our school.

## School overview

Detail	Data
Number of pupils in school	402
Proportion (%) of pupil premium eligible pupils	94 pupils (23.2%)
Academic year/years that our current pupil premium strategy plan covers	2023/2024 – 2026/2027 (Three year plan)
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	<i>Jenny Stafford</i> (Headteacher)
Pupil premium lead	Lloyd Stevenson (Assistant headteacher)
Governor / Trustee lead	Lisa Gadsby (Chair of governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,042
Recovery premium funding allocation this academic year	£14,790
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£150,832</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Richard Lee, the profile of pupils in receipt of Pupil Premium funding and their differing needs are a high priority. Key development areas are addressed in our plan, starting from September 2023.

Our Pupil Premium strategy plan aims to ensure that disadvantaged pupils have the necessary support and access to a high-quality education to provide disadvantaged pupils with equal life chances to non-disadvantaged pupils. Pupil Premium funding will be used to ensure disadvantaged pupils reach their full potential, both academically and socially. Our intention is that all pupils, irrespective of their background or challenges they face, make good progress or better and achieve high attainment across all subject areas.

As a school, we make well-informed decisions, taking into account both research (carried out by the EEF) and the context of our school, when allocating and using Pupil Premium funding. We recognise the common barriers are disadvantaged pupil's face, as well as those pupil's face at Richard Lee.

Engagement, recognising the value of education and equipping pupils with essential skills required for learning is a high priority for us as a school. Our leaders and staff work hard to ensure that this is embedded and shared throughout the school. Our school values, along with the Castle Phoenix Trust ambitions, provide the foundations for high-quality learning and an excellent education.

School leaders are reflective and work closely with staff to maintain a great level of teaching, as well as identifying areas to develop and raise standards. We place a strong emphasis on the Six Principles of Great Teaching and used evidence-based techniques to cater for the needs of all pupils.

Leaders systematically track disadvantaged pupil progress each term and oversee the steps being taken to improve outcomes. Leaders quality assure the evidence (academic and pastoral) to show impact for disadvantaged pupils.

All Staff analyse data (academic and pastoral) for disadvantaged pupils at least after each data collection. Staff use pupil progress meetings to identify underperformance and proactively intervene to ensure that disadvantaged pupils make good progress.

### **Richard Lee Pupil Premium Pledge 2023-24**

A 10 step Pupil Premium Pledge has been devised to ensure that all disadvantaged pupil's needs are high profile and prioritised, ensuring leaders remain focused on the key issues

affecting our disadvantaged pupils. Our pledge is fully in line with the Castle Phoenix Trust ambitions, which are valuable for all pupils and vital for our most vulnerable and disadvantaged.

At Richard Lee, we deliver the following pledge to all of our disadvantaged pupils:

1. Every PP pupil's reading skills are regularly audited to develop confidence and competence as well as a love of reading.
2. Every PP pupil engages with a learning environment that supports confident communication.
3. Every PP pupil engages with digital technology that develops their creative thinking skills.
4. Every PP pupil receives impactful teaching in all subjects with specific focus on the four elements of effective learning.
5. Every PP pupil receives the intervention and support required to overcome barriers to learning and achieve at least in line with all other pupils.
6. Every PP pupil has high aspirations for their future, supported by extra-curricular activities and careers related learning.
7. Every PP pupil has the correct equipment and uniform to be ready to learn and take pride in their education.
8. Every PP pupil knows that they have the support of pastoral staff to attend well, feel happy and make good progress.
9. Every PP pupil has a parent/carer that attends meetings, school events and workshops, and feels well supported by the school.
10. Every PP pupil leaves Richard Lee ready for the next stage of their education

As a staff, we identify pupils potential barriers to learning and actively seek ways to remove them through, for example, providing targeted support, scaffolds, intervention and parental support.

#### **Attendance (including persistent absence)**

- Disadvantaged pupils are prioritised for attendance support and interventions at every stage of the Richard Lee attendance process.
- Meetings with parents take place to discuss target pupils whose attendance is a concern.
- Termly attendance assemblies, rewards and incentives promote and celebrate high attendance.

#### **Parental Engagement**

- Communication with parents/carers is much improved through our Welcome Week workshops where information and support is provided about their child's education.
- Parents of disadvantaged pupils who do not attend parents' evenings receive a reminder and follow up phone call to encourage good attendance and active engagement.

### Personal Development (including enrichment and progression)

- Disadvantaged pupils participate in enrichment activities in line with their peers.
- Disadvantaged pupils will receive financial assistance for educational visits, as appropriate.
- Tracking and monitoring of cultural capital for disadvantaged pupils happens throughout the year, on a centrally held record. This ensures fairness of provision.
- A rich PSHE curriculum is strong within the school along with strongly promoted values and high aspirations.

### Interventions (academic and pastoral)

- Pupils are identified through our Pupil Progress meetings for additional support in class.
- Additional interventions for academic progress are also identified and planned for during our Pupil Progress meetings, highlighting areas of need, with a strong focus on disadvantaged pupils.
- Additional interventions for pastoral concerns are supported by our pastoral team and SLT, where bespoke strategies and support is put in place.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Historically low attainment and progress in Reading, Writing and Maths in comparison to non-disadvantaged pupils</b> – <i>baseline data for our current year 6 cohort shows that there is a gap of 23% in Reading, 6% in Writing and 34% in Maths between PP and NPP pupils. Baseline data for our current Year 3 data shows that there is a gap of 23% in Reading, 9% in Writing and 10% in Maths between PP and NPP pupils.</i>
2	<b>A large percentage of disadvantaged children entering school in Early Years with starting points below expected</b> – <i>43% of disadvantaged pupils have started Reception with low communication skills. This % is likely to be higher, as despite efforts to encourage families to apply for pupil premium funding for their children, many families are reluctant or do not see the benefit as their children automatically receive free school meals</i>
3	<b>High percentage of persistent absences of disadvantaged pupils</b> – <i>this has historically been a challenge for the school. 42% of PP pupils</i>

	<i>were persistently absent in 2022-23. Overall, the attendance of PP pupils in 2022-2023 was 90.2%. The impact of poor attendance on the attainment and progress in the disadvantaged group is significant; pupils in this group remain a priority for attendance improvement strategies.</i>
4	<b>Disadvantaged pupils have significantly lower spoken language development</b> - <i>Many of our disadvantaged children in school have poorer communication and language skills when compared to non-disadvantaged pupils – this is evident through observations during the school day, in classrooms and throughout the school when engaging in conversations. 43% of SEND pupils with specific communication and language difficulties are also disadvantaged.</i>
5	<b>Low aspirations for their future and fewer experiences to broaden horizons in later life</b> - <i>Many of our disadvantaged children have few experiences outside of school – this is evident through pupil observations during school visits and pupil voice.</i>

## 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 improve the attainment and progress of our disadvantaged pupils in Reading, Writing and Maths so that they are in-line with our non-disadvantaged pupils.	<p>Attainment of PP pupils in reading will be in-line or better than NPP pupils. KS2 reading outcomes will show that 70% or more of PP pupils have met the expected standard.</p> <p>Attainment of PP pupils in writing will be in-line or better than NPP pupils. KS2 writing outcomes will show that 65% or more of PP pupils have met the expected standard.</p> <p>Attainment of PP pupils in maths will be in-line or better than NPP pupils. KS2 maths outcomes will show that 70% or more of PP pupils have met the expected standard.</p> <p>The gap in attainment between PP/NPP pupils in interim year groups will close and be in line. PP/NPP attainment will be in line across the school.</p>
To ensure disadvantaged pupils attend school regularly so that attainment and progress is maximised.	Attendance of disadvantaged pupils is increased to be in line, or above, the National average. The % of PP children who are persistently absent significantly decreases by 20%.
To improve the speaking and listening skills of our disadvantaged children, enabling them	Pupils can communicate confidently with peers and adults. Pupils confidently use the strategies taught within skills through Voice 21 to build on, collaborate and challenge the ideas of others. Pupils have positive interactions with peers and adults and can confidently articulate themselves.

to communicate effectively	This will be evidenced when triangulated through pupil consultations, lesson observations, monitoring of books and formative assessments
Pupils to have new experiences and higher aspirations to broaden their horizons later in life.	Pupils have high aspirations for the future and value the importance of education. Pupils are able to confidently speak about the experiences and apply skills they have learnt both inside and outside of school.
Children with lower starting points upon entering school make accelerated progress and are in line with their peers	80% of pupils with lower starting points in Reading make accelerated progress so that they are in line with their peers by the end of KS1. 75% of pupils with lower starting points in Writing make accelerated progress so that they are in line with their peers by the end of KS1. 75% of pupils with lower starting points in Maths make accelerated progress so that they are in line with their peers by the end of KS1.

## 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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EAL and Speech and language sessions for children in EYFS, KS1 and KS2 led by trained TA. 3x mornings per week	Speaking, listening and vocabulary skills are low for the majority of children. A significant proportion of children entering Reception are below age-related expectations for speech and language. EEF: "On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress."	4, 2
The Origin Maths Hub – Teacher Research Group for Maths Mastery CPD for staff along with White Rose Maths scheme, Times Table Rockstars and materials	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.	1, 2

required to support quality first teaching		
TAs to support with Read Write Inc Phonics full implementation including development days	<p>The percentage of children passing the KS1 phonics screening in 2023 check significantly improved through RWi training, coaching and CPD.</p> <p>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.”</p>	1, 2
Voice 21 – continuing to subscribe to the support and training to improve the oracy skills of our pupils	EEF: “The findings of the pilot suggest that the Voice 21 approach is promising.” “Training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development.”	1, 4

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
9 TAs employed for targeted intervention in Reading (Lightning squad, listening to target readers) and Maths (Consolidating learning, WhiteRose hub, TTRS)	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	1

<p>All EYFS children are assessed using the WELLCOMM package termly with appropriate targeted interventions planned.</p>	<p>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.”</p>	<p>1</p>
<p>Additional phonics 1:1 tutoring (led by a RWi trained TA) to improve the reading skills of pupils in EY&amp;KS1</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Sutton Trust-EFF Toolkit (2020)</p>	<p>1, 2</p>
<p>Language and phonic interventions targeted at disadvantaged EAL pupils who require support with basic English language skills.</p>	<p>Language and phonic interventions targeted at disadvantaged EAL pupils who require support with basic English language skills. Delivered by dedicated staff using Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.</p>	<p>1, 2, 4</p>
<p>Release time for teachers to meet with SLT and stakeholders to discuss pupil progress for PP pupils; three times per year. The resulting discussions will provide planned interventions and effective teaching and learning strategies.</p>	<p>Time for teachers to fully understand the attainment data and progress of the PP children in their class will result in carefully planned provision and interventions to support them, both academically and socially.</p>	<p>1, 2, 4, 5</p>



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

Budgeted cost: £20,832

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion team to include pastoral leader (full time) and attendance officer (Full time)	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.	3, 5
Breakfast club (Daily) to support working parents with bringing their children to school before main school doors open. To ensure children start each day with breakfast so that they are ready for learning.	Breakfast clubs that offer pupils in primary schools a nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) today.	1, 2, 3
Weekly after school clubs targeted specifically for disadvantaged children, focusing on areas of need academically and enrichment opportunities.	The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. (EEF). There is some evidence to suggest that	1, 4, 5

	disadvantaged pupils might benefit more from additional school time.	
A range of enrichment opportunities (both in school and out of school) to support the education, wellbeing and social skills of our pupils and provide them with meaningful experiences that they can use in later life.	<p>Children’s horizons will be broadened in order for them to learn more about culture, history, geography, art and fitness. As a result of this, language and aspirations will also increase for future life achievements.</p> <p>Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.” EEF</p>	1, 2, 4, 5

**Total budgeted cost: £150, 832**