



Randwick C of E Primary School Pupil premium strategy statement

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	82
Proportion (%) of pupil premium eligible pupils	14.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 to 2026/27
Date this statement was published	December 2023
Date on which it will be reviewed	June 23
Statement authorised by	Kathryn Wilson, Head teacher
Pupil premium lead	Jo Donaldson, Behaviour and Pastoral Lead
Governor / Trustee lead	Simon Eddy designated SEND Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,535
Recovery premium funding allocation this academic year	£2000
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
Total budget for this academic year <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>	£20,535

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, focusing on high-quality teaching from both the class teacher and the TA, within the classroom setting. Thus meaning there can be a focus on areas for the disadvantaged pupils and at the same time benefit the non-disadvantaged pupils in our school. 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 and medium-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	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils in KS1 and KS2.
4	Assessment, observations and discussion have highlighted that 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 we have a high number of children who have social and emotional needs who have been referred to specialist support, including therapies, 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
To develop the oracy skills and widen pupil vocabulary choices throughout the school.	Key vocabulary identified across the curriculum, taught, applied and revisited. Wider opportunities for discussion through use of P4C throughout the school. Wider use of oral rehearsal of pupils ideas and sentences, modelled previously by the adult.
Improve phonics assessments and screening tests among disadvantaged pupils	KS1 phonic assessments outcomes in 2024/2025 show that 100% of

	disadvantaged pupils meet the expected standards.
Improved disadvantaged pupils' writing attainment at the end of KS2	<p>KS2 writing outcomes in 2024/2025 show that more than 90%of disadvantaged pupils meet the expected standard</p> <p>Explicit grammar lessons, writing journey focused on application of grammar skills and understanding of specific genre features, opportunities for sustained writing within the wider curriculum.</p> <p>The needs of pupil premium children are discussed regularly with class teachers, senior leaders and support staff at phase meetings, pupil progress meetings and planning meetings. This will also include analysis of data enabling support to be targeted exactly where individuals most need it.</p> <p>KS2 writing outcomes show an upward trend over the next three years in the percentage of disadvantaged pupils meeting the expected standard.</p> <p>There is an upward trend in the number of pupils who are disadvantaged and SEND achieving their expected progress throughout KS2.</p>
Improve daily application of spelling and assessments among disadvantaged pupils	Daily application of spelling rules, implementation of new spelling 'scheme', explicit modelling of spelling patterns and rules.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Improve attendance by all pupils', including disadvantaged children</p>	<p>Sustained high levels of wellbeing from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> • Using SCARF resources to access a fully resourced mental health curriculum • An increase in participation in enrichment activities, particularly among disadvantaged pupils • Qualitative data from student voice, student and parent surveys and teacher observations • As a result of using support staff effectively to challenge and guide children without creating an over reliance on adult support, pupils will gain confidence, self-belief and become more independent learners • Ensuring PP pupils are scaffolded with their learning in the classroom will have an impact on learning attitudes and independence

	<ul style="list-style-type: none"> • Early help being accessed by appropriately by family support worker and SENDCo • All children’s attendance to be above 98% including disadvantaged children
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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: £16,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities linked to phonics, reading and writing across the school curriculum.</p> <p>These can support pupils to articulate key ideas, consolidate understanding and extending vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion. are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk) +6</p>	1, 2, 3, 4
<p>Enhancement of our writing teaching and curriculum – ensuring that consistency runs throughout school</p> <p>Funding used for whole school training on writing</p> <p>Fund writing lead for learning walks, book looks and work scrutiny</p>	<p>Literacy hub and specialist teacher work</p> <p>Hub and county moderation Networks</p>	2, 3
<p>Purchase of high quality assessments for years 1-6</p>	<p>EEF Feedback +6 months</p>	2, 3, 4

<p>Effective feedback and marking using appropriate resources</p> <p>Subject leaders to look at marking in books in line with marking code</p> <p>Subject leader release time to support and coach staff</p>	<p>There is evidence associated with how feedback can be given to children to improve children's learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback-EEF</p> <p>EEF Formative Feedback document</p>	<p>1, 2, 3, 4</p>
<p>Improve the quality of social and emotional (SEMH) learning.</p> <p>SEMH approaches will be embedded into routine educational practised and supported by professional development and training for all staff.</p> <p>Family support training for pastoral lead</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.Q., improved academic performance, SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff. +4</p> <p>EEF social and emotional learning document</p> <p>EEF Working with parents document +4</p> <p>EEF Working with Parents to Support Children's Learning document</p> <p>EEF Behaviour interventions +4</p>	<p>5</p>

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk) +4</p>	<p>2</p>
<p>TA small group interventions</p>	<p>EEF Teaching Assistants + 1 months EEF small group Tuition +4 months</p>	<p>2, 3, 4</p>
<p>Additional weekly 1-1 reading support</p>	<p>EEF Teaching Assistants + 1 months</p>	<p>2</p>

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Restorative behaviour training for all staff	Behaviour interventions EEF (educationendowmentfoundation.org.uk) +4	5
Residential/trip costs	Ensuring that our vulnerable children gain the same experiences / opportunities as their peers. A feeling of self-worth and belonging to encourage good attendance alongside a love of learning.	5

Total budgeted cost: £20,535

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Impact
Improved phonics knowledge in the Early Years.	2022/23 Y1 PP children: 100% PP passed PSC
Improved reading attainment amongst disadvantaged children	KS1 results 2023 Reading: EXS 82% (3 PP pupils)
To achieve and sustain improved wellbeing for all pupils in our school, with a focus on disadvantaged families	Early Help accessed via acting headteacher and SENDCo. Targeted interventions for social and emotional support for KS2 PP children. SCARF resources enable access to a fully resourced mental health curriculum. Ongoing therapy sessions for 2 PP pupils, plus family support for another PP pupil. PP child, plus sibling, supported to fully engage with full time education, including enrichment and extra-curricular activities. Support available for parents.

Further information

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we select will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes 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
Not applicable	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils