# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should 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 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

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| Detail | Data |
| School name | Randwick Church of England Primary School |
| Number of pupils in school | 91 |
| Proportion (%) of pupil premium eligible pupils | 13% (12 children) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years |
| Date this statement was published | 17/12/21 |
| Date on which it will be reviewed | 25/4/21 |
| Statement authorised by | David Poad, HT |
| Pupil premium lead | David Poad |
| Governor / Trustee lead | Alison Inwood |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £12467 |
| Recovery premium funding allocation this academic year | £2000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £14467 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *You may want to include information on:*  *Our ultimate objectives for our disadvantaged pupils:*   * + *To be happy at school*   + *To not be disadvantaged by barriers to learning outside of school*   + *To make at least expected progress and to aspire to reach the highest standards*   + *To be able to access activities to help them develop strong attitudes to learning*   + *To ensure that any gaps in learning due to COVID disruptions are addressed and that disadvantaged children are not even more disadvantaged as a result*   + *To thrive at secondary school*   *How the pupil premium strategy plan works towards achieving those objectives:*   * + *High expectations of behaviour and strong attitudes to learning*   + *Excellent teaching*   + *Targeted interventions to support academic achievement*   + *A holistic approach, emphasising well-being and positive mental health*   *Key principles of our strategy plan*   * *An investment in CPD to ensure high quality teaching* * *An investment in P4C to encourage resilience and independent thinking* * *Developing children’s resilience through everything that we do, and especially through PHSE and P4C and our overall culture.* * *We provide a bespoke response to support disadvantaged children* |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Barriers to learning at home |
| 2 | To ensure that the gap resulting from the lockdown situation does not widen  further from that of non-PP eligible children, particularly with regard to phonics knowledge |
| 3 | To develop pastoral support further- identifying intrinsic links to our curriculum  and ensuring a holistic approach to supporting our children eligible for  PP funding to ensure pupil mental health and wellbeing is prioritised. |
| 4 | Lack of confidence and independence |
| 5 | Early development of speech, language and communication |
| 6 | Attendance and punctuality amongst some PP children |

## 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.

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| Intended outcome | Success criteria |
| Reading, writing and maths | Achieve outcomes in-line with, or above,  national average by the end of KS2. |
| Social, emotional and mental health | Pupil voice shows that disadvantaged children are feeling good about themselves, in comparison with non-disadvantaged children  Therapeutic Interventions have taken place in a targeted way to support disadvantaged children |
| Attendance and punctuality | Ensure attendance and punctuality of disadvantaged children is at least 96% |
| phonics | Achieve at least 90% of pupils in Y1  pass the PSC (and at least 90% of children now in y2 children by the end of year 2) |

## 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: £1395

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Philosophy for Children (P4C) CPD (£1000)* | EEF: Results suggest that P4C had the biggest positive impact on Key Stage 2 results among disadvantaged pupils (those eligible for free school meals). | 2, 3, 4 |
| *Walkthrus CPD (£300)* | High quality CPD to support excellent teaching and learning has a strong impact on outcomes for children | 2, 3 |
| *Retrieval practice books and CPD (£95)* | 2, 3 |
| *CPD to support planning for writing in KS1* | 2, 3 |

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

Budgeted cost: £5500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *121 and small group tuition, including phonics interventions* | Phonics interventions have a positive impact overall (as evidenced by tracking) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  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 | 2, 4, 5, 6 |
| *National Tutoring Programme* | 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 | 2 |
| *NELI* | On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress | 2, 5, 6 |
| *Tutoring 121* | On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. | 1, 2, 3, 4 |

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

Budgeted cost: £7165

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *P4C (£1000)* | EEF: Results suggest that P4C had the biggest positive impact on Key Stage 2 results among disadvantaged pupils (those eligible for free school meals). | 1,4 |
| *SCARF (PHSE) programme (£355) and mental health workshops for parents and children (£450)* | EEF: The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. The SCARF programme very much focusses on interaction and relationships. | 1, 4, 6 |
| *Therapy (£1700)* | The impact on supporting children’s mental health through counselling and therapy is significant, and enables children to cope with school and | 1, 4, 6 |
| *Counselling (£300)* | 1, 4, 6 |
| *Breakfast club (£210)* | Research shows hungry children do not perform as well and this is a time to settle children who struggle to get in to school. | 1, 4, 6 |
| *After-school clubs (eg forest school club, rock climbing, circus skills) (£2000)* | We want all our children to be active and this helps them with their well-being and gives them confidence and resilience. | 1, 4 |
| *School uniform provision (£600)* | This enables families who are struggling financially to buy some of our branded clothing and bags, which are more expensive than the non-branded uniform. | 1 |
| *Paying for trips (£950) and music tuition in school* | We are an inclusive school and we want all children, regardless of their families financial circumstances, to access music tuition, trips and residential. | 1 |

**Total budgeted cost: £14460**

# 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.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this,* ***please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests*** *or diagnostic assessments such as rubrics or scales.*  *The Pupil Premium is a specific amount of funding that forms part of our annual budget. It is intended to tackle the inequalities between children eligible for free school meals and their peers. 10 children were eligible from January 2021 (revised from September), so 10 x £1,345 = £13,485. This table shows how we spent our PP in the financial year September 2020 – July 2021*  *COVID – 19. During this period, many children were subject to two school closures due to Lockdown. As a result, many of the children only spent 16 weeks of the 52 within this time period in school. This has greatly affected our ability to deliver many of the programmes planned during this period and the impact they have had. Assessing children’s progress during this time is also challenging.*  ***\*End of KS2 assessments, July 2021 - reading, writing and maths 100%***   |  |  |  | | --- | --- | --- | | **activity** | **cost** | **impact** | | Reading intervention 121 with a TA , 10 weeks | £110 | \* | | Handwriting support 121 with a TA, 6 weeks | £66 | \* | | Pre-teaching maths and reading, small group, 13 weeks | £143 | \* | | Catch-up maths support, small group, 33 weeks | £363 | \* | | TA support in class (KS1 and KS2 classes have TA support every morning for maths, writing, reading and SPAG learning) | £7423 | \* | | Counselling for 3 children | £650 | Children able to thrive in school and overcome barriers to learning | | Art therapy for 4 children | £1200 | | Breakfast and after-school clubs | £450 | Children in school ready to learn and fed | | Music tuition in school for 4 children | £380 | Self-confidence boosted, one to one time | | Contribution towards uniforms for all children | £500 | Children are not disadvantaged or made to feel different because of income | | 4 additional Chromebooks to support learning in lockdown | £1000 | Children without devices at home were able to access the remote learning offer | | After school maths, reading and writing tutoring with a teacher after school (10 sessions in the autumn term for two children in y5) | £600 | \* | | Contribution to trips and residential costs | £600 | Children are not disadvantaged or made to feel different because of income; all children able to attend and benefit from the experience | |

## 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*

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| Programme | Provider |
| Nuffield Early Language Intervention | Nuffield |
| National Tutoring Programme | Pearson |
| Philosophy for Children | Sapere |
| SCARF PHSE programme | Coram Life Education |