

Catch-up premium strategy plan at Raddlebarn



Statement of intent

Detail	Data
School name	Raddlebarn Primary School
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	23%
Total Catch-Up Premium Budget	£5,830
Amount of Catch-Up premium received per pupil	£80
Recovery Premium & Catch-Up Premium Lead	Lisa Naughton, DHT
Governor / Trustee lead	Stuart Cross, Governor for Pupil Premium

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our recovery premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all pupils, including those who have a social worker and/or are young carers.

We care for our disadvantaged children by building strong relationships with them, monitoring their emotional wellbeing and supporting them to develop social and emotional skills needed to build the characteristics underpinning our school values. Our staff, pastoral team and learning mentor ensure all children irrespective of background, leave the school with tools to support living fulfilling lives, managing and regulating their emotions as well as the ability to interact and develop relationships with others.

We believe in maximising the use of the catch-up premium by utilising a long-term strategy aligned to the SDP (School Development Plan) this enables us to implement a blend of short-, medium- and long-term interventions.

At the heart of the approach this will be provided through the development of high-quality teaching with a focus on areas in which pupils require most support. This has proven to have the greatest impact on closing the gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Setting priorities is key to maximising the use of our catch-up premium. Our priorities are as follows:

- Ensuring there is high-quality teaching and learning within every classroom

- Improving pupils' health and well-being to ensure they are ready to learn
- Closing the attainment gap between disadvantaged pupils and their peers
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

Challenge number	Challenge	Detail of challenge
1	Pupils not reaching ARE in phonics	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts on their development as readers.
2	Pupils not achieving ARE	Internal and external (where available) assessments indicate that reading, writing and maths attainment among disadvantaged and vulnerable pupils is significantly below there ARE. The difference is (school wide data): <ul style="list-style-type: none"> • Maths 7 % fewer pupils on track compared to non-eligible • Reading 6% fewer • Writing 8% fewer
3	Pupils have had reported increase in mental health and wellbeing.	Since lockdown there a has been a raised number of pupils either exhibiting or discussing needs of a mental /health nature.
4	Pupils' curriculum needs enrichment from development in all areas including the arts	Developing and improving the curriculum enjoyment and opportunity to further enhance the pupils learning has been a priority since lockdown.

Intended outcomes

Intended outcome	Success criteria
Improved reading attainment amongst pupils	<ul style="list-style-type: none"> • KS2 reading outcomes in 2024/2025 show more than 75% of disadvantaged pupils met the expected standard. • KS1 reading outcomes in 2024/2025 show more than 75% of disadvantaged pupils met the expected standard. •

Improved maths attainment amongst pupils	<ul style="list-style-type: none"> • KS2 maths outcomes in 2024/2025 show more than 75% of disadvantaged pupils met the expected standard. • KS1 reading outcomes in 2024/2025 show more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment amongst pupils	<ul style="list-style-type: none"> • KS2 writing outcomes in 2024/2025 show more than 75% of disadvantaged pupils met the expected standard. • KS1 reading outcomes in 2024/2025 show more than 75% of disadvantaged pupils met the expected standard.
Improved phonics attainment amongst pupils	<ul style="list-style-type: none"> • Year 1 phonics outcomes in 2022 show more than 80% met the expected standard
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<ul style="list-style-type: none"> • Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget costing
Improve the enrichment opportunities for pupils through involvement of artist to enhance provision in the creative arts and enjoyment of learning. Whilst impacting on health and wellbeing.	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>EEF Arts Participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	3 and 4	£750 £500
To further enhance pupils' motivation and social skill development enhancing the resources used to support positive behaviour.	<p>The EEF guidance is based on a range of the best available evidence: Improving behaviour in schools' recommendation a 1 and 6</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	3	£1,460

To complement the social skill development and emotional support within school at lunchtimes.	<p>The EEF guidance is based on a range of social and emotional learning guidance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Tables 3060</p>	3 and 4	£3,200