

## Recovery premium strategy plan at Raddlebarn



### School overview

| Detail  | Data  |
|---|---|
| School name   | Raddlebarn Primary School                   |
| Number of pupils in school  | 416   |
| Proportion (%) of pupil premium eligible pupils   | 23.8%                                       |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-2025                                   |
| Date this statement was published   | October 2022                                |
| Date on which it will be reviewed   | September 2023                              |
| Statement authorised by   | Angela Lowry, Head Teacher                  |
| Pupil premium lead  | Sally Clements, Inclusion & Pastoral Leader |
| Recovery Premium & Catch Up Premium Lead  | Lisa Naughton, DHT                          |
| Governor / Trustee lead   | , Governor for Pupil Premium                |

### Funding overview

| Detail  | Amount   |
|---|--|
| Pupil premium funding allocation this academic year   | £128,805   |
| Recovery premium funding allocation this academic year  | £13,485 in 3 payment 30 <sup>th</sup> sept, 30 <sup>th</sup> Dec, 31 <sup>st</sup> March and 30 <sup>th</sup> June |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £14,900.35   |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £143,705.35 plus Recovery Premium<br>Total = £157190.35  |

## Statement of intent

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 vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We believe in maximising the use of the recovery 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.

In addition to this targeted academic support, and other wider strategies focussed around improving pupils' readiness to learn and improving the cultural capital opportunities. This will be used with wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

- Ensuring there is high-quality teaching and learning within every classroom and the resources are available to support this
- 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 maths | 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. |

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| 2 | <p>Pupils not achieving ARE in reading, writing and grammar across the school</p> <p>Progress being made is not rapid enough</p> | <p>Internal and external (where available) assessments indicate that reading, writing and maths attainment among disadvantaged and vulnerable pupils is significantly below there ARE.</p> <p>The difference is (school wide data):</p> <ul style="list-style-type: none"> <li>• Maths 13 % fewer pupils on track compared to non-eligible</li> <li>• Reading 21% fewer</li> <li>• Writing 16% fewer</li> <li>• Grammar 16% fewer</li> </ul> |
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## Intended outcomes

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

## Activity in this academic year

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed | Budget costing |
|--|---|-------------------------------|----------------|
| <p>School Led tuition contribution (25%)</p> <p>Engaging with the National Tutoring Programme to provide</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> | 1 and 2                       | £3,375         |

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| <p>a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> | <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br/> And in small groups:<br/> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   |                          |   |
| <p>To improve the quality of teaching pedagogy through high quality CPD which will enhance the learning of all pupils.</p>   | <p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.</p> <p>The EEF's <a href="#">'Effective Professional Development'</a> (Hyperlink below)</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217</a></p> | <p>Challenge 1 and 2</p> | <p>£1,500</p> <p>CPD Severn Teaching alliance</p> <p>£280</p> |
| <p>To provide high quality resources which enhance provision and support long term</p>   | <p>To provide high quality maths resources to be used in small interventions which will enhance long term memory retention.</p>  | <p>Challenge 1 and 2</p> | <p>£5838.53</p>   |

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| retention. (focussed upon lowest 20%)  | <p>EEF's guidance report Putting Evidence to Work: A School's Guide to Implementation.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics">https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</a></p>  |                   |                |
| To provide high quality resources which enhance provision and support with spelling and writing across the school. | <p>To provide high quality reading and writing resources to be used in class to enhance high quality teaching and learning provision.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/what-makes-effective-literacy-teaching">https://educationendowmentfoundation.org.uk/news/what-makes-effective-literacy-teaching</a></p> | Challenge 1 and 2 | £3773.71       |
|  |  |                   | Total 11429.23 |

