

Recovery premium strategy plan at Raddlebarn



School overview

Detail	Data
School name	Raddlebarn Primary School
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
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	Stuart Cross, Governor for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,705
Recovery premium funding allocation this academic year	£7,866.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£26,000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£127,571

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
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making expected progress
- 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	<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"> • 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	<ul style="list-style-type: none"> • Sustained high levels of wellbeing from 2024/25 demonstrated by:

pupils in our school, particularly our disadvantaged pupils	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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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 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>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> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1 and 2	£3,375
<p>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>	<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> <p>(Garry Jones – artist working with all classes)</p>	3 and 4	£4,000

