

## Recovery premium strategy plan at Raddlebarn- 2023



### School overview

Detail	Data
School name	Raddlebarn Primary School
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	22%
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 2023
Date on which it will be reviewed	September 2024
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	£14,200 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)	
<b>Total budget for this academic year</b> 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 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.

***Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.***

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.

***To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.***

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
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1	Pupils not reaching ARE in maths	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties than their peers. This negatively impacts on their development.
2	Pupils not achieving ARE in reading, writing and grammar across the school  Progress being made is not rapid enough	Internal and external (where available) assessments indicate that reading, writing and maths attainment among disadvantaged and vulnerable pupils is significantly below their ARE and below the needs of pupils without eligibility.
3	To ensure accelerated progress can be made for all pupils.	To improve the quality of teaching and learning feedback to pupils and enhance QFT.
4	To engage parents with their child's learning.	To provide resources to enhance parent workshops.

## 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>To provide high quality resources which enhance provision and support- visualiser support to enable teachers to share children's work and demonstrate improvement and feedback as well as model good examples.</p> <p>Provide resources to support live modelling within the classroom.</p>	<p>To provide high quality teacher resources to help support the live feedback and modelling process involved in raising standards as well as metacognitive approaches.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>Challenge 3</p>	<p>Ipad holders/clamps</p> <p>Clickers to move screen on away from the keyboard.</p> <p>£420</p>
<p>To provide high quality resources which enhance provision and support long term retention. (focussed upon lowest 20%)</p>	<p>To provide high quality maths resources to be used in small interventions which will enhance long term memory retention.</p> <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>	<p>Challenge 1 and 2</p>	<p>Maths resources</p> <p>£ 500</p>
<p>To provide high quality resources which enhance provision and support long term retention.</p>	<p>To provide high quality 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>	<p>Challenge 1 and 2</p>	<p>New copies of</p> <p>Kensuke's kingdom</p> <p>Wreck of Zanzibar</p> <p>Flaming Olympics</p> <p>Holes</p> <p>Stig of the dump</p> <p>The Iron man</p> <p>Hodgeheg</p>

			Goodnight Mr Tom £750
To provide assessments which will be diagnostically marked to inform future planning and interventions	<a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/</a>  Standardised assessments	Challenge 3	Standardised assessments in reading and maths for years 1, 3, 4, and 5  £1,500
To provide resources from parent workshops to enhance workshop provision.	Providing practical strategies such as Parent Workshops, with tips, support, and resources to assist learning at home  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</a>  Parent workshops	Challenge 4	£800
To provide a subsidised after school club to target pupils from disadvantaged groups and other groups who may require additional support to embed learning	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  After school club	Challenge 3	£20.00 per hour  £20.00 x 30 = £600  £20.00 x 30 =£600  Plus, resources
To provide resources to further enhance the QFT, improving learning through feedback.  Plus CPD	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>  Nautilus	Challenge 1, 2 and 3	Subscription £1000  £500

	To be allocated after reflecting on Spring term data		37530

