

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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

Detail	Data
School name	Richardson Endowed Primary School.
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	P Atwal
Pupil premium lead	P Atwal
Governor / Trustee lead	Natalie Lane

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,740
Recovery premium funding allocation this academic year	£4,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£54,380

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate objective is that no child is left behind socially, or academically because of disadvantage. We strive to raise expectations, develop lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Strategy aims to address the main barriers our children face through rigorous monitoring, careful planning and targeted support and intervention, as well as provide all of our children the access and opportunities to enjoy academic success and succeed in life outside of the school.

We aim to further improve outcomes:

- To improve outcomes at RWM combined through further strengthening the effectiveness of the Pupil Progress Review process in driving tiered targeted interventions/adaptive teaching, informed by effective assessment for learning.
- To improve outcomes at RWM combined through further strengthening behaviour for learning by improving engagement in learning.
- To improve outcomes in Foundation subjects as a result of strengthening the cumulative building of knowledge over time by ensuring planned knowledge is precise and recall strategies are used to revisit taught knowledge.
- To improve the implementation of curriculum planning for all children including those with SEND (as a result of accurate assessment for learning, summative assessment and accurate knowledge of children's needs) to ensure that teaching for SEND is adapted to support their needs effectively and ambitiously.

Our strategy is aligned to the trust's core values of **Family, Integrity, Teamwork and Success**. Disadvantaged pupils are entitled to and taught a rich curriculum, which is relevant to modern Britain, that meets their needs and allows children to invest in their education. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Research has proved that universal teaching every day and timely interventions, which are closely evaluated for their impact, have the greatest impact on closing the disadvantage attainment gap and will at the same time benefit the non-disadvantaged pupils in our school.

Our school's strategy is rooted in an inclusive approach, where every child is cared for and given the support to be the best that they can be. We have high expectations of all pupils and support them to make accelerated progress from their starting points.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable. We will allocate the funding where the need is greatest.

### **Strategies**

- Ensure that class teachers and teaching assistants know which pupils are eligible for the Pupil Premium and what their specific barriers are to learning.
- Use effective Pupil Progress Reviews to highlight and target children who need specific individualised or whole class interventions to maximise their progress. Thoroughly analyse which pupils are underachieving, particularly in English and mathematics, and why. Use live marking to move children on in lesson times and effective written marking to help children identify and address gaps. Use effective target setting to support the SIP priorities.
- Draw on research evidence (such as the Sutton Trust Toolkit or the EEF) and evidence from our own and other trust/cluster schools' experiences to allocate the funding to the activities that are most likely to have significant impact on improving achievement.
- Ensure that all day-to-day teaching meets the needs of each learner and is supported by any necessary interventions. Universal teaching is paramount.
- Ensure interventions are always high quality and tailored to pupils' needs.
- Use achievement data frequently to check whether interventions or strategies are working and make adjustments accordingly, linking to the cycle of Pupil Progress meetings to continually check for potential gaps and identify strategies to address these.
- Systematically focus on giving all pupils clear, focused feedback about their work, through live marking. (AFL)
- Make sure that teaching assistants are highly trained and understand their role in supporting pupils to achieve their potential.
- Ensure that the Senior Leadership Team, including the lead for the provision for the children in receipt of Pupil Premium funding, has a clear overview of how funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that subject leaders know the proportion of pupils eligible for the Pupil Premium so that they can monitor progress and support class teachers.
- Ensure that all disadvantaged children are challenged, in order to achieve their potential.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in Pupil Progress meetings.
- Involve governors in the monitoring and evaluation process.
- Attendance – staff, teachers, parents, carers and pupils understand the link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and concerns are acted upon promptly. Systems are in place to make early identification of issue and need. To be rigorous in challenging continued lateness and unauthorised absences – use of Family Liaison Worker, asking for reasons for lateness, use of letters and texts to inform parents of attendance data.



## Challenges

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

Challenge number	Detail of challenge
1	Pupils who have missed school due to poor attendance. The attainment for the majority (but not all) disadvantaged pupils has been further affected in comparison to their peers.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and comprehension than their peers. This negatively impacts their development as readers.
3	Attainment gaps in some cohorts between pupil premium and non-pupil premium learners.
4	The social and emotional development of some of our disadvantaged pupils is below expectations. Their levels of wellbeing and involvement are inconsistent. Their needs must be met to ensure learning is 100% effective for these pupils.
5	The knowledge of the wider world is limited for some of our disadvantaged pupils. They have limited enrichment opportunities and possibly less exposure to cultural experiences.

## 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.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence such as engagement in lessons, book scrutiny and ongoing teacher assessment.
Improved phonics and reading attainment of disadvantaged pupils.	Key Stage 2 reading outcomes by 2025/26 will show that at least 60% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved well being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of well-being from 2025/26 demonstrated by: <ul style="list-style-type: none"><li>• qualitative data from children's voice, student and parent surveys and teacher and other professionals' observations.</li><li>• A significant increase in participation in lessons showing increased self-esteem.</li></ul>
Improved writing attainment for disadvantaged pupils at the end of Key Stage 2.	Key Stage 2 Writing outcomes in 2025/26 show more than 60% of disadvantaged pupils will meet the expected standard.
Improve the emotional and mental well-being of identified pupils to enable them to access the full curriculum and ensure effective	Pupils are able to talk about their feelings, self-regulate their emotions, build relationships with their peers and be able to learn well through positive relationships. Qualitative data from parent surveys,

<p>learning is taking place to raise standards in all areas of the curriculum</p> <p>Improve mental health and wellbeing for identified pupils, enabling learning to take place. Pupils to achieve their potential in all areas of the curriculum.</p>	<p>pupil voice and teacher observations show improved wellbeing – sustained high levels of wellbeing. An increase in participation in enrichment activities, for example sports competitions and extra-curricular clubs. The gap between the disadvantaged pupils and others nationally is diminishing in reading, writing and mathematics.</p>
<p>Provide equal entitlement for all children to access a broad and balanced curriculum.</p>	<p>The curriculum is broad and balanced for all pupils and access to a full school curriculum to equip our children for the future is guaranteed.</p>
<p>Progress in Reading, Writing and Mathematics</p>	<p>Key stage 2 outcomes show that by 2025-26 disadvantaged pupils have achieved progress in line with national averages.</p>
<p>Improved attendance for disadvantaged.</p>	<p>Attendance of disadvantaged pupils is at or above 95% and pupils are not late.</p>
<p>Pupils to have access to enrichment opportunities to ensure greater cultural capital in our disadvantaged pupils.</p>	<p>Opportunities for all disadvantaged to access enrichment activities.</p> <p>Pupil development opportunities are accessed by the most vulnerable pupils.</p> <p>Disadvantaged pupils are able to speak confidently displaying clear impact of cultural capital.</p>
<p>Disadvantaged pupils are well prepared for life outside school. They have well-developed life skills.</p>	<p>Disadvantaged pupils can discuss what is and can be available for them after leaving school and outside of school. Disadvantaged pupils talk enthusiastically about their aspirations and life after school. This is evidenced in pupil voice. Disadvantaged pupils are aware of budgets, ways of saving, how to plan for their future.</p>

## 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: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-in-depth-analysis-of-primary-pupils-performance-in-maths-and-reading-assessments">https://educationendowmentfoundation.org.uk/news/eef-publishes-in-depth-analysis-of-primary-pupils-performance-in-maths-and-reading-assessments</a></p>	1,2 & 3
<p>Purchase of <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils. (Little Wandle)</p> <p>Also training time for all staff as required.</p> <p>Intense support from English Hub for Little Wandle Phonics.</p> <p>Support from Maths Hub for Mastering Number in Early Years, Key Stage 1 and Key Stage 2.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension) particularly for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1,2 & 3
<p>Improve the quality of our social, and emotional learning. Approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Also, through establishing a nurture programme with targeted pupils.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	4

	<a href="https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf">https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</a>	
Extensive CPD and support through the Embark Strategy groups for Early Years, English, SEND, Curriculum and Teaching & Learning. This will further strengthen universal teaching for ALL pupils including those in the Pupil Premium groups.	<p>There is extensive evidence which indicates the positive impact of oral language interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Also, research into a Trust wide approach to moderation and collaboration shows effective quality assurance and accountability as a key indicator for school improvement.</p> <p>See: Sustainable improvement in multi-school groups from the Department for Education Dec 2018.</p>	1,2 & 3
Ensure all staff always have high expectations and CPD to use universal teaching to whole classes.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1,2,3
Effective use of Family Liaison Worker to support all families including those in need of early Help with needs and barriers within and external to the school environment.	<p>Parental engagement in education is consistently associated with children's subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months' progress over the course of a year. However, there does appear to be some variation in effectiveness between approaches, suggesting that careful thought is needed when developing and introducing parental engagement approaches, and that on-going monitoring and evaluation is essential. <a href="#">Education Endowment Foundation   EEF Parental Engagement</a></p>	4,5

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

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics, comprehension and writing sessions targeted at	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	2



disadvantaged pupils who require further support. This will be delivered in collaboration with our English Hub.	<p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions of over a period up to 12 weeks.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></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 pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2 & 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Extra TA time.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
Teaching assistant support in all classrooms.	<p>Evidence from EEF shows good quality one to one support or small group support by high quality teaching assistants ensures the children have every opportunity to achieve their potential. Use of Teaching Assistants Guidelines. EEF</p>	

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

Budgeted cost: £15,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Enrichment activities</p> <p>Trips and residential.</p>	<p>Subsidise trips and residential visit for children. Disadvantaged children to have equal access to after school clubs and other curriculum enrichment. Access to these is analysed termly and offered to all pupil premium children where their participation has been low.</p> <p>Since 2009, Paul Hamlyn foundation's Learning Away Initiative has sought to define and evidence the impact of high-quality residential learning and to encourage</p>	4 & 5

	<p>schools across the UK to commit to providing these experiences for all students.</p> <p>In June 2015, York Consulting published its final independent evaluation of Learning Away residentials, identifying their impacts as well as what it is about the overnight stay that can bring about such positive powerful outcomes for young people long after their return to school.</p> <p><a href="https://www.phf.org.uk/publications/learning-away-final-evaluation-full-report/">https://www.phf.org.uk/publications/learning-away-final-evaluation-full-report/</a></p>	
Musical tuition for all pupils in Year 5 with the opportunity to play a musical instrument.	<p>The value of playing a musical instrument for well-being, self-esteem and improved concentration has been researched extensively with huge positive impact.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180973/DFE-00086-2011.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180973/DFE-00086-2011.pdf</a></p> <p><a href="https://www.inc.com/john-rampton/the-benefits-of-playing-music-help-your-brain-more.html">https://www.inc.com/john-rampton/the-benefits-of-playing-music-help-your-brain-more.html</a></p>	4 & 5
Family Liaison Worker – we will continue to use our FLW to engage with identified parents, children and families, to support and engage parents to improve attendance, lateness and learning.	<p>Parental engagement in education is consistently associated with children's subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months' progress over the course of a year. However, there does appear to be some variation in effectiveness between approaches, suggesting that careful thought is needed when developing and introducing parental engagement approaches, and that on-going monitoring and evaluation is essential. <a href="#">Education Endowment Foundation   EEF Parental Engagement</a></p> <p>Pay for a weekly day of Family Liaison worker time to include the support our disadvantaged pupils in communicating effectively with parents both in term time and school holidays.</p>	All 5

**Total budgeted cost: £54,380**

## 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 2022 to 2023 academic year.

Attendance for disadvantaged pupils increased from 91.43% to 92.5% in the 22/23 school year. Persistent absence for disadvantaged pupils improved from 33.33% in 21-22 to 22.58% in 22-23. In 23-24, this figure increased to 27.8%. This is due to particular circumstances for one cohort and is unlikely to be repeated this year, showing improvement moving forward. The school are actively looking at attendance and monitoring closely each half term to work with parents on improvement to attendance and late marks.

End of Year 6 statutory assessments in 2022-23 (4 pupils) showed that 25% of disadvantaged pupils achieved the expected standard in reading and writing, with 50% achieving in maths and 25% achieving combined. This is an improvement from 2021-22 in all areas. Attainment in the Phonics Screening Check in 2023 was 79% for all pupils (up from 77% in 2022) and 50% for disadvantaged pupils (50% in 2022). We are closely monitoring writing outcomes from end of year 22-23 in all year groups in order to increase attainment and narrow the gap.

End of Year 6 outcomes in 2023-24 (6 pupils) showed that 50% attained reading expectation, 50% attained maths and 33% attained writing. 33% of these children attained the greater depth standard in reading and maths. In the Phonics Screening Check in 2024, 84% attained year group expectations compared to 60% of Pupil Premium children. This represents an improvement from the year before in all areas.

We continue to support any pupils with wellbeing and pastoral support. We have made good use of our Family Liaison Worker, who supports families in many areas, including well-being, attendance and punctuality. If any staff have any concerns about a child, then a referral is made to the DSLs. We continue to support pupils' well-being and use funding to support any pupils who still needed it. There has been an emphasis on participation in clubs and a continued focus on healthy living and exercise. Parental engagement has been promoted this year with a positive attendance and feedback to workshops, concerts and regular events. Relationships with parents is positive with families contacting the SENDCO, the Family Liaison Worker or school to ask for support when it is needed.

## 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*

Programme	Provider
Times Tables Rock Stars	Maths Circle Limited
My Maths	Oxford University Press
English Hub	Little Wandle
Maths Hub	NCETM Mastering Number

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Supporting the pupil with booster support to ensure they met targets in core subjects.
What was the impact of that spending on service pupil premium eligible pupils?	Achieved Expected in Writing and Maths; Higher Standard in Reading, and Grammar, Punctuation and Spelling.

**Further information (optional)**