

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Randal Cremer Primary School
Number of pupils in school	123
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	9 th November 2021
Date on which it will be reviewed	31 st July 2022
Statement authorised by	Resources Committee
Pupil premium lead	Jo Riley
Governor / Trustee lead	Kate Kardooni (CofG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,435
Recovery premium funding allocation this academic year	£17,835
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	n/a
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	£183,270

Part A: Pupil premium strategy plan

Statement of intent

We recognise that our school is located in an area of high social deprivation and that we have a high percentage of pupils entitled to FSM and that this brings with it some complex challenges.

However, all staff are committed to ensuring that these challenges are mitigated so that all pupils can reach their full potential. To help us achieve this, we are determined that children will leave each year group ready for the next stage in their learning. We are also aware that a significant number of children entering our school have limited language skills and poor physical development, and that there is a strong correlation between these key skills and entitlement to PPG.

We are therefore focusing on developing children's language and fine and gross motor skills further down the school in order to raise attainment for all and ensure that we are 'narrowing the gap' in attainment at the end of EYFS and KS1.

Through targeted interventions, we are working to eliminate barriers to learning and progress. For those children eligible for PPG who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school.

We ensure that we know all our pupils well and no child is overlooked or left behind. The school's own self-evaluation has identified that we need to work harder to ensure our higher achieving pupils are working at a greater depth of understanding, especially in reading and this will be a key objective for 2020-2023 .

We also recognise that pupils across all year groups make improved progress when the quality of teaching and learning is continually developed through coaching, mentoring and training.

The school has 3 additional priorities this year:

- To develop children who are able to thrive in later life by developing core skills
- To use assessment effectively to inform planning and teaching across all subject areas.
- To ensure all our pupils leave school able to read with confidence, enjoyment and understanding.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and through school led

tutoring as soon as it is available, for pupils whose education has been worst affected once it is available, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Although overall attendance of disadvantaged pupils was higher than for non-disadvantaged, the persistent absentees were disproportionately from PPG children. This was 20% for girls and 15% for boys compared with 11% for non-disadvantaged girls and 6% for boys.
2	Access to technology – many of our children have to share devices, and live in overcrowded homes meaning it is difficult for them to engage in on-line learning.
3	Language development – expressive and receptive language delay amongst our disadvantaged pupils is more marked than for our non-disadvantaged.
4	Core subjects have been impacted over the last 2 years with disadvantaged children showing lower progress and attainment than pre-pandemic.
5	Access to enrichment – especially over the last 2 years due to restrictions in place due to Covid 19 pandemic.
6	Physical development – children enter school without the fine and gross motor skills needed to be successful in school. This has been particularly noted after children returned to school after the pandemic.
7	Parents often want to support their children's learning but struggle to understand the UK curriculum and approach especially with regard to writing and maths.

8	Mental Health and Well being is a significant concern across the school – we feel all children are showing through their behaviour the effect of the last 18 months on their mental health but this appears more marked amongst our disadvantaged children.
9	The definition of disadvantaged is not always helpful – many of our children who are not entitled to Free School Meals or PPG are still relatively disadvantaged. Parents are working in low paid jobs and in shift work meaning that some of our children in UKS2 go home alone.

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, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant decrease in on-line bullying and an increase knowledge knowing how to access support. <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 95% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%. <p>the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being equivalent to their peers/</p>
<p>To support parents in being able to engage in their children's learning at home.</p>	<p>The overall percentage of children engaging in on-line home learning and in school home learning shows no difference between disadvantaged and non-disadvantaged children.</p>
<p>To ensure that all teaching is underpinned by accurate formative and summative assessment that enables teachers to plan next steps in learning.</p>	<p>All teachers are confident in planning learning that is based on what the children can do already and what they need to do next. This is shared with children and parents.</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: £ 60.000

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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Purchase of Learning Ladders – an on-line assessment platform that also supports parents.</p>	<p>Practical strategies and guidance for parents can be a valuable tool in supporting parental engagement in learning.</p> <p>Informed feedback to pupils has high impact for low outlay. Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Parental Engagement Summary of recommendations.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2, 3, 4, 7</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>4</p>

Enhancement of our reading curriculum through adoption of Hooked On Books	This is an evidence informed approach to reading Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	3, 4, 5
Enhancement of our writing curriculum through adoptions of a new approach to writing.	This is an evidence informed approach to writing. Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	3,4 and 5`
Ensure all teaching is of a good standard through targeted coaching, mentoring and CPD	This is based on Effective Professional Development EEF (educationendowmentfoundation.org.uk) The HT and DHT deliver fortnightly CPD followed by phase coaching to ensure that improvements are made and sustained. This is based on The Learning Curriculum (Ambition Institute Fellowship of Teacher Educators) and Evidence informed approaches to reading.	3, 4, 5, 9

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Pro-gramme 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.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

Reading and phonics interventions in place and across school monitored and supported by DHT	Phonics Toolkit Strand Education Endowment Foundation EEF	4
Responsive teaching in place – using LL platform to share video and additional materials to support children’s learning.	Improving Mathematics in Key Stages 2 and 3	4, 7
Specialist Speech and Language Intervention for children in Year 1 and 2	Speech Bubbles and SALT Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	3, 7, 9

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

Budgeted cost: £ 73,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	8, 1, 9
Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. This will involve training and release time for staff to develop and implement new	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	1, 7, 9

procedures and appointing attendance/support officers to improve attendance.		
Investment in Place2Be Counselling and the Re-Engagement Team to support children at risk of exclusion or showing complex mental health needs.	Improving children's mental health and well being is fundamental to improving attendance and attitudes to learning	1, 7, 9
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Provide all disadvantaged pupils with a laptop for home use. Provide all Year 6 pupils with a kindle to promote reading.	Rapid Evidence Assessment (d2tic4wvo1iusb.cloudfront.net)	2
Provide a framework for children to be able to understand the key skills needed to thrive and be successful.	Invest in Skillsbuilder -	1, 3, 5, 6, 8.

Total budgeted cost: £ 183,000

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 2020 to 2021 academic year.

Our internal data summary for the end of July 2022 is below:

End of Year outcomes

Y2 SATs 2022

	Reading	Writing	Maths
Y2 (42)	55%	40%	50%
Boys (20)	40%	30%	30%
Girls (22)	68%	50%	68%
BCRB (4)	50%	50%	50%
TKC (3)	33%	0%	66%
Summer born (14)	43%	29%	29%
SEN (10)	30%	10%	10%
PPG (15)	60%	47%	53%

Yr 6 SATS 2022

	Reading Age Exp	Reading Greater Depth	GPS Age Exp	GPS Greater Depth	Writing Age Expected	Writing Greater Depth	Maths Age Expected	Maths Greater Depth	RWM Age Expected
Y6 (48)	79%	15%	83%	29%	67%	19%	75%	25%	55%
National	74%				71%		69%		59%
PPG (29)	80%	14%	76%	28%			83%	24%	59%
Turkish (9)	44%								22%
Bangladeshi (8)	100%	13%	100%	63%	87%	25%	87%	25%	75%
Black Caribbean (5)	80%		80%	40%	60%	20%	80%	20%	60%
SEN Support (10)	60%	10%	70%	10%	60%	10%	80%	20%	50%

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
Speechbubbles – speech and language intervention for Year 1 and 2	Speechbubbles
Skillsbuilder	Skillsbuilder.
Leadership training	HeadsUp

