

# Radleys Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	229 (updated January 2023)
Proportion (%) of pupil premium eligible pupils	37% (updated January 2023)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2021-2024</b> (2021-22, 2022-23, 2023-24.)
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Juli Copley
Pupil premium lead	Julie Fitzpatrick
Governor / Trustee lead	Reverend Colin Such

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 91,048
Recovery premium funding allocation this academic year	£ 7,069
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0.00
<b>Total budget for this academic year</b>	<b>£ 1,024, 770</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The percentage of our pupils eligible for pupil premium (35%) is significantly higher than the national average (22.5%\*) for primary schools. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. It is our intent as Radleys Primary School to erase the gap between disadvantaged pupils and their non-disadvantaged peers.

All members of staff and the governing body at Radleys Primary School accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We encourage each child to develop a love for learning and acquire the skills and abilities to allow them to succeed and find employment in adult life.

Overcoming identified barriers to learning is at the heart of our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We provide quality first teaching, targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital (the essential knowledge that children need to be educated citizens" (Ofsted EY Inspection Handbook 2019, p31). Through our reporting, we demonstrate how and why, this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium, by the school and governing board throughout the year and allows us to be critical and confident that pupils are being given opportunities to excel.

At Radleys Primary school, we recognise the vital role that parents and carers play in the lives of their children. Working with parents of disadvantaged children is essential to our pupil progress, and so we ensure that they understand that they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference. We actively encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.

*\*Figures from DfE June 2022.*

## Challenges

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

Challenge number	Detail of challenge
1	Lower attendance of Pupil premium children, including persistent absentees.
2	Limited opportunities/ life experiences beyond their home and immediate community, including negative parental experience of school. This may limit the ability of some parents/carers to engage with their children's learning effectively.
3	Recovery of Reading and Writing for Pupil premium children (after COVID). This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary
4	Some pupils who are in receipt of Pupil Premium funding show weaknesses in learning behaviours. Some pupils lack self-belief, determination, resilience and the readiness to learn. They may also lack self-motivation and the confidence to improve.

## 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
Disadvantaged pupils will meet national expectations for attendance and persistent absence.	<ul style="list-style-type: none"> <li>●Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%.)</li> <li>●Monitoring of attendance by Deputy Head and Senior Administrator. Communicating effectively with parents/carers and EWO services in order to increase PP pupils' attendance and a decrease in persistent absence.</li> </ul>
<p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum</p>	<ul style="list-style-type: none"> <li>●The curriculum will provide pupils with exciting opportunities and a rich and varied education.</li> <li>●Teachers and support staff will plan a wide range of visits, events and experiences, to inspire and enhance learning and make it memorable. Each year group will attend events/trips to inspire and create curiosity and passion for learning</li> <li>●Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school</li> </ul>

	<p>day, such as Inspire workshops, trips and Sports Club, visits to the local allotment.</p>
<p>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum, especially in Reading and Writing.</p> <p>The gap is narrowed in the progress and attainment of PP and non-PP children.</p>	<ul style="list-style-type: none"> <li>●End of summer term data will show that 95-100% of disadvantaged children have made at least expected progress from the previous year especially in Reading and Writing.</li> </ul> <p>Analysis of interventions will show that they have had a positive impact on disadvantaged children’s learning and has helped to accelerate their progress.</p> <ul style="list-style-type: none"> <li>●Targeted pupils receive additional, high quality speech and language therapy and intervention from the visiting Speech and Language therapist or the specialist Speech and Language Teaching Assistant. This will be evidenced by progress towards their targets or an improvement in their Wellcomm score.</li> <li>●Parents of targeted children are engaged in the development of their child’s speech and language by receiving regular updates on their child’s progress in this area and suggested targets from the Speech and Language therapist.</li> <li>●Consistent implementation of excellent practice and high expectations across the school for reading, particularly in the area of reading for pleasure.</li> </ul> <p>-Raising the profile of writing across the school so that children appreciate the value of good writing skills and there are consistently high expectations across the school.</p>
<p>All pupils can demonstrate positive learning behaviours under our ‘Good to be Green’ behaviour system such as resilience and determination. Children who demonstrate outstanding progress or an outstanding contribution to school life may be nominated for a ‘Gold Award.’ They will be able to work and learn with confidence.</p>	<ul style="list-style-type: none"> <li>●Children are aware of the school’s ‘Good to be Green’ behaviour system and will be able to model these behaviours around school and at home.</li> <li>●Discussions with children during drop-ins, will demonstrate that pupils have determination and resilience and know ways to manage their learning so that they are successful and proud of their achievement.</li> <li>●Teachers model mistakes frequently and pupils understand that mistakes lead to learning and strengthen resilience. This will take place in the classroom, assemblies and be central to our promotion of wellbeing for all.</li> </ul>

## 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: £ 20,192.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff engagement in 'in house' CPD to support Quality first Teaching using staff experienced within those areas.</p> <p>-34 hours of organised staff meetings across the academic year.</p> <p>-Over half of these staff meetings directly related to Teaching and Learning topics such as planning, differentiation and assessment.</p> <p>-Curriculum monitoring schedule for all Curriculum leaders, Phase</p>	<p>CPD Schedule evidences sessions delivered by Curriculum leads on :</p> <p>Maths, Music, Science and English.</p> <p>Management Time rota allowing more time for Curriculum Leads to plan within their curriculum area.</p> <p>Half termly Reward sessions for children organised and supervised by SLT, FSW and TAs allowing additional planning time for all teaching staff.</p> <p>Revised planning format is now consistent accessible and added to the teacher drive for sharing and monitoring.</p> <p>Curriculum Leads in Music (part of the SLA for Music,) History/Geography and Maths are attending Local Authority Hub CPD for training and networking opportunities with other schools.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	<p>All.</p>

<p>Leaders and SLT. - SLT and FSW leading half-termly Reward sessions for children to give additional non-contact time for planning. Cost; £7,000</p>		
<p>Music Teacher. Cost: £4,300.00</p>	<p>Specialist Music teacher leads singing lessons for children. Children in Years 2 and 4 trialled engagement in the 'Charanga' Music scheme. Pupil feedback was extremely positive. The programme is to be rolled out across the school. There will be a performance element to every Music lesson and children will be exposed to the wider possibilities of Music as a career.  <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></p>	<p>2.</p>
<p>Coaching Programme. Head teacher, Deputy Head/SENCO and all Phase Leaders have at least their Foundation Coaching certificate and are qualified to lead on coaching sessions for all staff.  This is to be the basis for 'Colour Conversations' and will be to replace more traditional Performance Management meetings. These are to be held at least half termly</p>	<p>Coaching qualifications. Colour Conversation proforma. A more open, frequent and therefore more effective way of personalising CPD goals for staff and adding to the overall quality of Teaching and Learning. This will also contribute to staff wellbeing and reinforce the supportive culture across the school.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	<p>2 and 3.</p>

(more frequently if needed.) Cost;£3,600		
Funding of 'Reading for Pleasure' Oxford University project led by English Lead, assisted by 'Change Team' staff. Cost:£3,500	All staff attended a workshop promoting 'Reading for Pleasure' and instilling this love of reading in children. New library. Enhanced CPD for relevant staff. Reading groups for children (fiction with a curriculum link e.g. Science Reading Club.) Reading Champions. 'Book Talk' Fridays. <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>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a> Links between reading and well-being. <a href="https://literacytrust.org.uk/resources/childrens-mental-health-week/">https://literacytrust.org.uk/resources/childrens-mental-health-week/</a>	3.
The Key Support for School Leaders CPD, Safeguarding and Governors' training Cost: £1,792		

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

Budgeted cost: £82,022

Activity	Evidence that supports this approach	Challenge number(s) addressed
A range of targeted, structured interventions are being implemented	Improvements in reading scores in termly assessments. Learning Plans evidence literacy and numeracy based targets for children who are 'Cause for Concern' or on the SEN register.	2,3,4.

<p>with children across the school using Catch –up and Pupil Premium Funding e.g. Phonics Groups, Fresh Start, Reciprocal Reading, Literacy Gold. These are being delivered on a daily basis by a range of trained staff and are monitored by the English/Phase Lead ( £ 7,522 for one day’s support.) Oversees CPD one day per week as Phonics Lead, Star Assessments.</p> <p>Designated TAs for delivering interventions, overseen by the English/ (KS1) Phase Lead. Cost: £ 50,928 ( x 3 Level 3 TAs)</p>	<p>Rewards linked to whole school rewards for those children who are making progress e.g. Class points , Gold Award nominations, Bronze, Silver, Gold stickers for those children following the Literacy Gold Programme. Each level is also linked to Class Charts.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></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> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></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> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	
<p>Maths Children are engaging in ‘Power Maths.’ This is a whole-class mastery programme designed to spark curiosity and excitement and nurture confidence in Maths. £6,500</p>	<p>Every child has their own ‘Power Maths’ book as evidence of their progress. Improvement in attainment in Maths.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	<p>2,3,4.</p>



<p>Social Communication Group led by Deputy Head/ SENCO.</p> <p>Cost of one hour of Deputy/SENCO's time: Cost: £ 1,285 across the year.</p>	<p>Children who have difficulties with Social communication and interaction as identified in their EHCP or Learning Plan and shared on Provision Maps.</p> <p>Targets for relevant children on Learning Plans which are reviewed on a half-termly basis.</p> <p>Children work in a small group for 30 minutes once a week focusing on skills for communication, reading body language, expressing our emotions appropriately, relaxation techniques etc.</p> <p>Developing and enhancing their communication skills, leads to an improvement in confidence and in turn learning as a whole.</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>2,3,4.</p>
<p>Educational resources online:</p> <p>Education City £ 800.00</p> <p>Literacy Gold £ 800.00</p> <p>Espresso £ 1,645</p> <p>Grammar Saurus £ 2,209,</p> <p>Literacy Shed £ 290</p> <p>TT Rock Stars £ 255.00</p> <p>Literacy Package £ 5,553</p> <p>Online Behaviours £ 2,735</p> <p>Go Read £ 175</p> <p>Test Base £ 375</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	

Maths White Rose £ 150 Power Maths (costed above.) SCARF 9PSHE Programme): £ 500 Widget £ 300		
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 24,534

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language intervention by NHS therapist. Fortnightly visits by therapist to run 1-1 interventions with targeted children and share strategies with relevant staff and parents/carers. This is cascaded to the specialist Teaching Assistant who is now covered on a fortnightly basis to give capacity to work with a wider range of children. £2,700	SLA between school and Speech and Language Therapy. Termly written reports to parents/carers giving feedback on progress against targets. Information shared with relevant staff. Targets for relevant children on Learning Plans which are reviewed on a half-termly basis. <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>	2,3,4.
Specialist Behaviour	Attendance on Training Days.	2, 4.

<p>Support teacher working with students, staff and families of targeted children e.g. 1-1 work with students, de-escalation training for staff and parents.</p> <p>Boxall Profiling with accompanying strategies.</p> <p>£ 6,600</p>	<p>Feedback from parents and carers who have attended training.</p> <p>Staff feedback from de-escalation training.</p> <p>Lesson observation notes. Strategies shared with staff of targeted children.</p> <p>Evidence has formed part of recent EHCP requests and PEP reviews.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	
<p>Educational Psychologist sessions purchased by school to support EHCP assessments, provide advice and deliver training. Deliver play therapy sessions. Meetings with parents regarding the needs of their children.</p> <p>£ 3,500</p>	<p>Evidence included in EHCP requests.</p> <p>Strategies circulated and shared with staff.</p> <p>Feedback to parents via SENCO.</p> <p>Training for staff on ADHD and how this impacts behaviour.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	2,3,4.
<p>Link with Reflexions Team established to help support the wellbeing of students.</p>	<p>Reflexions therapist in school on a weekly basis to work with children whose referrals have been successful.</p> <p>Reflexions will provide advice for the parents/carers of the children they work with.</p> <p>Training booked for staff on identifying mental health needs in children. This was one of the areas identified as a training need in the Staff Wellbeing Survey.</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>	2,4.
<p>Whole School commitment to positive Mental</p>	<p>Folder of evidence related to strategy and policy on Mental Health and Wellbeing of students and staff.</p> <p>Stakeholder surveys (children, staff and parents.)</p>	2,4.

<p>Health and Wellbeing.</p>	<p>At least twice daily emotional check-ins with children to encourage them to talk about how they feel and be more 'ready to learn.'</p> <p>Assemblies with a wellbeing and mental health focus.</p> <p>Participation in Mental Health focus days and weeks.</p> <p>Coffee Mornings for parents to meet the agencies we work with.</p> <p>Presentation to Governors on work in school related to mental health and wellbeing.</p> <p>Student Wellbeing Champions.</p> <p>Deputy/SENCO to begin Senior Mental Health Lead Training funded by Dfe grant (£1600) in January 2023.</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>	
<p>Family Support Worker/SENCO and Head identify and support families and children to alleviate barriers to learning.</p>	<p>Early Help Training attended by Deputy Head/SENCO/DSL and Family Support Worker/DSL to update knowledge.</p> <p>All Phase Leaders as well as the Head, Deputy Head and Family Support Worker are DSL trained.</p> <p>Early Help is offered where appropriate. There are also a number of families who require an enhanced level of support, but do not yet meet the threshold criteria for Early Help. This is to support a variety of needs, including parental mental health, substance abuse, parenting (inc. school attendance), finance/ debt and rent arrears (including food bank voucher distribution), parenting and child nurture. All of which present considerable barriers to their child's ability to fully access learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
<p>Attendance Lead working with EWO: School purchase two hours a week of EWO service. Attendance Lead has weekly meetings with the EWO.</p>	<p>Attendance Lead makes regular contact with EWO to identify and support those children and families where attendance is an issue.</p> <p>Weekly meetings with the EWO.</p> <p>Letters, texts, calls made to parents.</p> <p>Parental meetings with EWO, Attendance Lead and Family Support Worker where appropriate.</p> <p>Rewards for classes/individual students for excellent or improved attendance.</p>	<p>All.</p>

<p>Fortnightly letters sent to those families of children where attendance is below 96%. Meetings with parents where attendance continues to fall below expected standards.</p> <p>EWO intervention where attendance is below 92%. Calls, visits, parental meetings offering relevant additional support.</p> <p>Cost: £3,300</p> <p>Personalised letters sent regarding punctuality to illustrate the lost learning time and the impact on a child's learning.</p> <p>Rewarding classes/individual children where attendance is maintained or improved.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
<p>'Food for Life' project.</p> <p>Cost ½ day a week: £ 2,177</p>	<p>Led by Family Support Worker. Promotion of 'Healthy body. Healthy Mind' ethos. School meals all made on the premises from locally sourced ingredients.</p> <p>Children have presented to other schools and in assembly on how the project has improved their diet and wellbeing.</p> <p>School have recently achieved the Bronze standard Award.</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>	<p>2.</p>

<p>ELSA. £ 2,177</p>	<p>Emotional Literacy Programme delivered by the Family Support Worker. 1-1 weekly sessions for targeted children. <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>	<p>2, 4.</p>
<p>Food in staff room Fruit in classroom Cost: £ 1,000 over the year.</p>	<p>Students who have not had breakfast are provided with a healthy breakfast to ensure that hunger is not a barrier to learning.</p>	<p>2.</p>
<p>Residential Visits No longer able to subsidise.</p>	<p>Annual visits to Latches Wood for Year 4 and Brntysillio for Year 6. Providing valuable experience for children in being away from home, independence skills, resilience and team-building. Facility for families to pay in instalments. <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>	<p>2,3,4.</p>
<p>Widening the opportunity for children to participate in activities which enhance and broaden the curriculum and their learning experiences e.g.. visitors to school such as pantomime x 2. Cost: £ 400.00 each.</p>	<p>Provision of a range of initiatives to broaden children's experiences. <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	<p>2,3,4.</p>
<p>'Huggle Pets' animal assisted therapy Cost: £ 280</p>	<p>Places for three children who have been identified as suffering from anxiety. The programme takes place over six weeks and provides 1-1, 50 minute animal assisted therapy sessions with a trained therapist. <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>	<p>2,3,4.</p>
<p>'Good to be Green' behaviour Scheme.</p>	<p>Highly visual behaviour scheme launched across the school this year.</p>	<p>All.</p>

<p>£ 2,000 (initial start-up cost.)</p>	<p>Positive behaviour is recognised and rewarded. Information on the Scheme has been shared with staff, parents/carers and students.</p> <p>There has been an increase in the number of students remaining 'on green' since the beginning of the academic year.</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>	
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**Total budgeted cost: £ 126, 748.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

2020-21

During an unpredictable year due to Covid, we ensured that pupil's wellbeing and social skills were at the forefront of our planning.

Ensuring that pupils and families were prepared for potential bubble closures as a result of COVID-19 was another priority of the year. Senior staff had regular contact with families who were isolating, ensuring that laptops were set up and collected for work to be done at home. Remote learning was carefully planned with levels of support should pupils request it. As a result, all pupils had access to remote learning throughout bubble closures and therefore were able to continue to make progress against starting points.

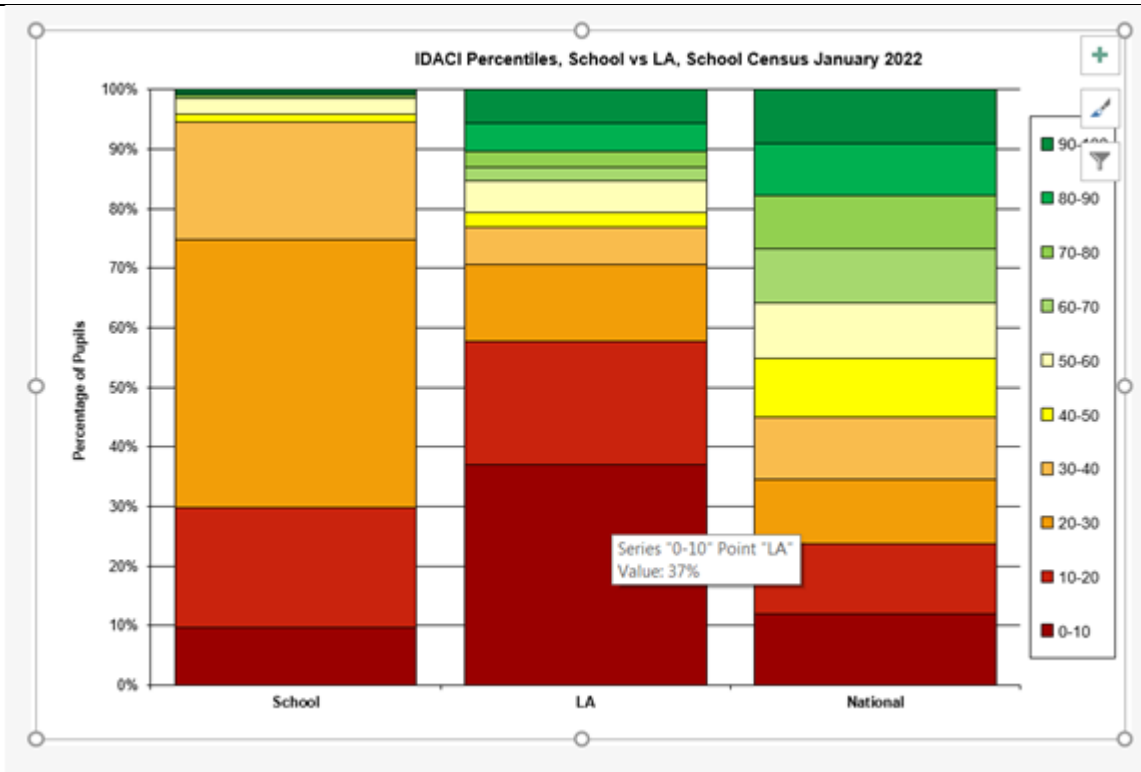
2021-22

The most recent Income Deprivation Affecting Children Index (IDACI) banding for 2022 shows that 95% of our children now fall into the most deprived categories of income deprivation, with 1 in 3 of our children the most deprived nationally. This presents significant additional challenges for engaging parents and improving outcomes. Our staff have to work so much harder to engage and encourage our families to see the importance of education and aspiration for their children.

**Number & % of pupils in each decile band (5 banding)**

Map Key	Decile Band	%	Number	
●	80-100	1%	2	<i>Least Deprived</i>
●	60-80	0%	1	
●	40-60	4%	9	
●	20-40	65%	141	
●	0-20	30%	65	<i>Most Deprived</i>





The impact of increasing food and fuel poverty in 2021-22 was and still remains, a real concern. We are particularly worried about the impact of increased fuel prices rises. Many families have already said that they are struggling. We expect this to put many more families at risk of financial hardship, so will closely monitor our FSM figures moving forward.

**Outcomes/Standards:**

**Validated Data February 2023**

**EYFS GOOD LEVEL OF DEVELOPMENT (GLD) – each child represents 3.3%**

Indicator	Context	Old Framework		New Framework
		2018	2019	2022
<i>No. Pupils</i>		30	29	29
% GLD	School	30	66	55
	LA	68	68	59
	National	72	72	65
APS	School	28.2	31.0	29.8
	LA	32.4	32.2	29.9
	National	34.6	34.6	31.1

## **Year 1 Phonics Check – each child represents 4%**

Context	No. Pupils	End of KS	% Working At	
			Passed Year 1	Passed Year 2
School	29	93	90	3
LA	3821	87	73	13
National	-	87	77	10

The introduction of RWI has had a very positive impact on phonics for children across KS1 and we were above both LA and National in this area in 2022. We are finding that children are more confident when using phonics in their writing and will continue to focus on this as they move through KS2. It also demonstrates that the additional targeted support in place is having a positive impact and has not only allowed children to catch up, but overtake both LA and National.

## **KS1 Phonics trends**

Context	2018	2019	2022
<i>No. Pupils</i>	31	30	25
School	65	60	84
LA	83	82	73
National	82	82	75

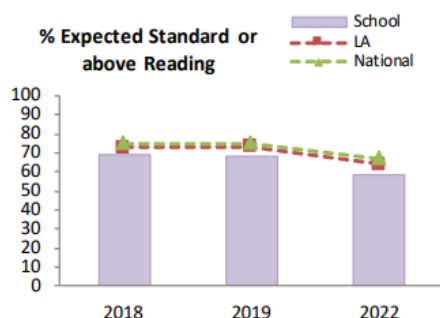
There has been a significant increase in standards from 2019 in school, which goes against the LA and National trends, which have both fallen.

At the end of September 2022, 36% of disadvantaged children in Year 1, achieved the average mark as opposed to 32.8% of non-disadvantaged.

## End of Key Stage 1 (Year 2) Outcomes Each child represents 3.3%

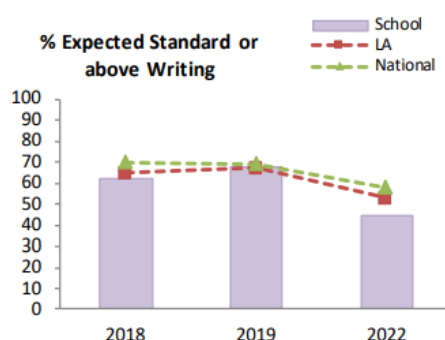
### Reading

Indicator	Context	2018	2019	2022
<i>No. Pupils</i>		32	31	29
% Below expected standard	School	31	32	41
	LA	27	26	36
	National	24	25	33
% Expected standard or above	School	69	68	59
	LA	73	73	64
	National	75	75	67
% Greater Depth	School	6	16	21
	LA	19	19	14
	National	26	25	18



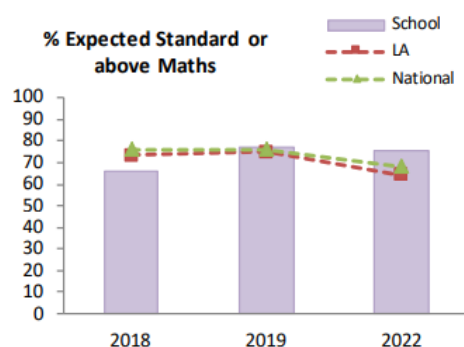
### Writing

Indicator	Context	2018	2019	2022
<i>No. Pupils</i>		32	31	29
% Below expected standard	School	38	32	55
	LA	35	33	47
	National	30	31	42
% Expected standard or above	School	63	68	45
	LA	65	67	53
	National	70	69	58
% Greater Depth	School	0	6	3
	LA	9	10	5
	National	16	15	8



### Maths

Indicator	Context	2018	2019	2022
<i>No. Pupils</i>		32	31	29
% Below expected standard	School	34	23	24
	LA	26	25	36
	National	24	24	32
% Expected standard or above	School	66	77	76
	LA	74	75	64
	National	76	76	68
% Greater Depth	School	6	10	31
	LA	16	18	12
	National	22	22	15



**Reading** in KS1 was just below the LA (one child) and below National (two children) at Age Related Expectation (ARE) but above both LA and National at Greater Depth (GD). This shows that the impact of phonics is enabling children to read more fluently and understand in greater depth what they are reading. In Year 2, 25% of disadvantaged children achieved the expected standards as opposed to 22.5% non-disadvantaged.

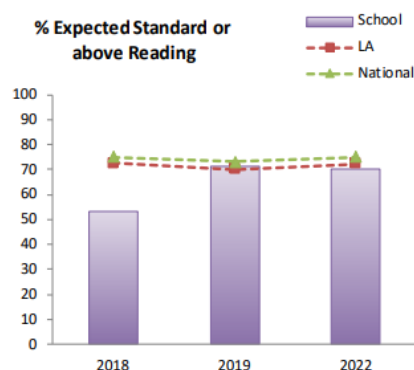
**Writing** at ARE was below both LA and National at ARE and broadly in line at GD. COVID has shown the greatest impact on writing across the whole school and will continue to be a focus area for development in 2023-24. There are Writing related targets for all phases included within the School Development Plan.

**Maths** was significantly above both LA and National both at ARE and GD, showing that Power Maths is having a significant impact for our children.

## End of Key Stage 2 (Year 6) Outcome Each child represents 3.3%

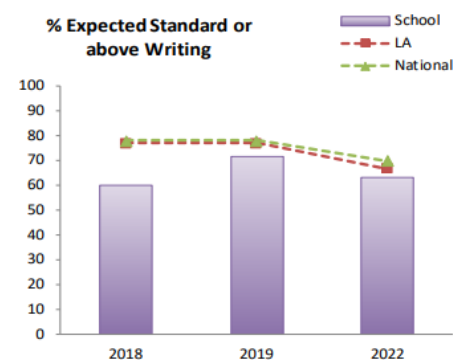
### Reading

Indicator	Context	2018	2019	2022
<i>No. Pupils</i>		30	28	30
% Expected standard or above	School	53	71	70
	LA	72	70	72
	National	75	73	75
% Higher standard	School	20	29	20
	LA	24	22	25
	National	28	27	28
Average Scaled score	School	100	105	102
	LA	104	103	104
	National	105	104	105



### Writing

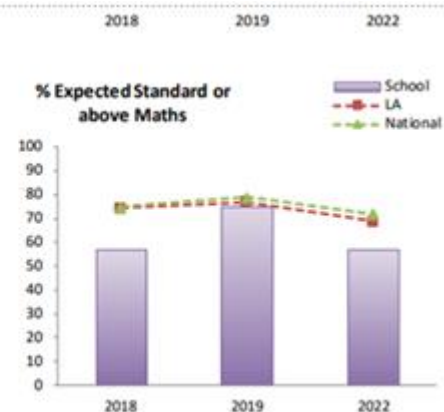
Indicator	Context	2018	2019	2022
<i>No. Pupils</i>		30	28	30
% Expected standard or above	School	60	71	63
	LA	77	77	67
	National	78	78	70
% Greater Depth	School	13	18	3
	LA	13	15	9
	National	20	20	13



### Maths

#### Maths

Indicator	Context	2018	2019	2022
<i>No. Pupils</i>		30	28	30
% Expected standard or above	School	57	75	57
	LA	74	77	69
	National	75	79	72
% Higher standard	School	20	14	7
	LA	21	25	19
	National	24	27	23
Average Scaled score	School	102	103	100
	LA	104	105	103
	National	104	105	104



**Reading** – at ARE was broadly in line with both LA and National. However, there has been a dip (equivalent to three children) since 2019 at GD.

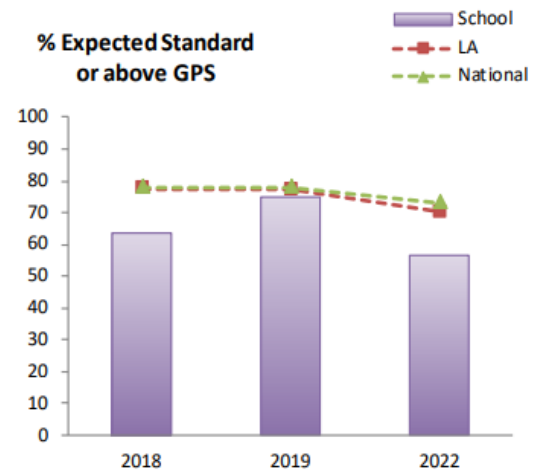
**Writing** – at ARE is again, broadly in line with LA and National, although is a dip from 2019 (at LA and National too). We have seen a large dip in those children achieving GD, which is also true at both LA and National level. This is a direct result of COVID

**Maths** - There has been a dip in ARE in Maths and we were below LA and National at both ARE and GD. There is a need to revisit the use of Power Maths in KS2, as the impact for children has been far less pronounced than for KS1, showing that COVID has had a greater impact on children in this key stage.

The number of children achieving ARE in Reading, Writing and Maths is in line with LA and one child below National. No children achieved GD in all three areas.

**GPS**

Indicator	Context	2018	2019	2022
<i>No. Pupils</i>		30	28	30
% Expected standard or above	School	63	75	57
	LA	77	77	70
	National	78	78	73
% Higher standard	School	20	25	20
	LA	33	35	25
	National	34	36	28
Average Scaled score	School	103	105	101
	LA	106	106	104
	National	106	106	105

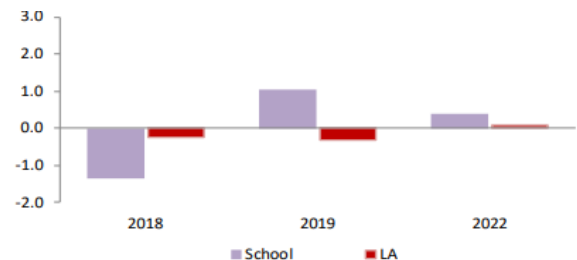


GAPs – we were below LA and National in the number of children achieving ARE and GD in GAPs in 2022, although there has been a falling trend at both LA and National.

**Progress – KS1 to KS2:**

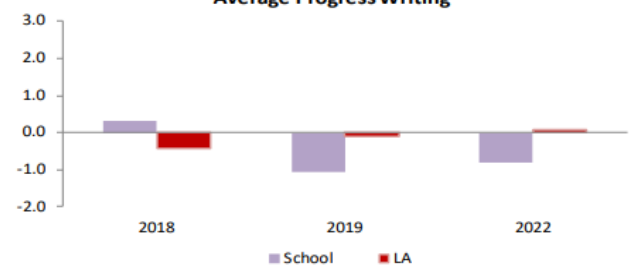
**Reading**

Indicator	Context	2018	2019	2022
<i>No. Pupils</i>		26	24	30
Average Progress	School	-1.4	1.1	0.4
	LA	-0.2	-0.3	0.1
	National	0.0	0.0	0.0



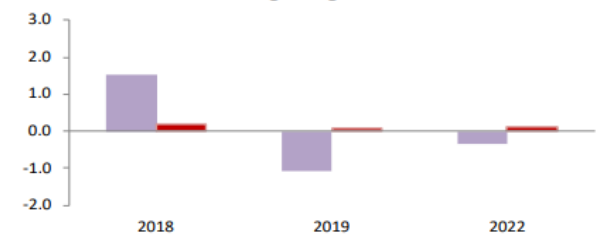
**Writing**

Indicator	Context	2018	2019	2022
<i>No. Pupils</i>		29	26	30
Average Progress	School	0.3	-1.1	-0.8
	LA	-0.4	-0.1	0.1
	National	0.0	0.0	0.0



**Maths**

Indicator	Context	2018	2019	2022
<i>No. Pupils</i>		26	24	30
Average Progress	School	1.5	-1.1	-0.3
	LA	0.2	0.1	0.1
	National	0.0	0.0	0.0



**Gender**

Progress across the key stage in Reading was above expected and both LA and National. Reading has been a key focus for the school. Progress was below expected in Writing and Maths, however, we have narrowed the gap in both Writing and Maths. There was also a new to year group teacher in Y6 in 2022.

Anecdotally, reading was more consistently completed during home learning through COVID as these activities usually took place during face-to-face lessons online. Children were less rigorous when completing Maths and Writing lessons, which may, in part, may be due to the parental support received during the lockdown periods.

At Key Stage 2, 23% of our disadvantaged children achieved their expected standard or above in reading, compared with 18% non-disadvantaged.

**A link to the DfE National overview for 2022 can be found here:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1088032/KS2\\_attainment\\_National\\_headlines\\_2022\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1088032/KS2_attainment_National_headlines_2022_FINAL.pdf)

### **Quality of Teaching and Learning:**

As part of our work as a Senior Management Team (SMT), after assessments were completed, a completely new School Development Plan was written. Our aim was that documents would be concise, so a single page overview was produced.

We continued to focus on the mental health, wellbeing and resilience of both children and staff. As an example of this commitment, children have had the opportunity to visit the local allotments as part of a project led by our Family Support Worker.

School are also participating in the 'Food for Life' project and the entire school menu is now prepared on the premises using fresh, locally sourced ingredients. This ensures that all of those children receiving a school meal have at least one healthy meal a day.

Staff had the opportunity to participate in 1-to-1 Pure Coaching sessions, which is key to the adult wellbeing and mental health support we offer to staff. The Head teacher successfully completed her Practitioner Coach qualification and is currently undertaking Master Coach training. Mrs Fitzpatrick has recently qualified as a Foundation Coach and Mrs Fellows, Ms Butler and Miss Whitehouse were all due to complete Foundation Coach training and have now qualified.

During 2022, we ran a number of social and emotional support interventions in order to try to help a significant number of children recover from anxiety and resilience issues which surfaced during the term. As well as whole school assemblies and curriculum time spent on wellbeing and positive mental health, targeted children benefit from interventions such as ELSA and support from our Specialist Behaviour Support teacher.

Our CPD focus during spring was developing the staff skills in the wider curriculum. Staff have undertaken Maths, Science, Music and DT training.

Earlier in the term, the Head teacher took the decision to train the entire management team and our Family Support Worker to be Designated Safeguarding Leads (DSLs.) It was felt that it was best practice to have a safeguarding team for two main reasons: firstly, that we would never be in the position of not having a DSL on sight and, more importantly, would provide a team who would meet weekly to review cases and provide greater oversight.

All staff have also updated their training in Safeguarding Level 3, Health and Safety and First Aid.

**Attendance:**

**2020/21** – Radleys Disadvantaged attendance: **94.2%** (to end of Summer term 2)

Radleys Non-disadvantaged attendance: **97.2%** (to end of Summer term 2)

**2021/22** – Radleys Disadvantaged attendance = **94%** (to end of Summer term 2)

- Radleys Non-disadvantaged attendance: **91.3%** (to end of Summer term 2)

Persistent Absentee Percentage who are non- disadvantaged – whole school = 18%

20/21 Summer 2 -7.6%,

21/22 Summer 2- 18.6%

Percentage of Persistent Absentees who are disadvantaged = 36%

20/21 Summer 2 -15.1%

21/22 Summer 2 -44.15%

Whilst the percentage of persistent absentees continues to be higher for disadvantaged children, this figure includes persistent absentees who have significant additional needs and EHCP requests have been submitted for both children as part of their overall package of support to improve their progress and wellbeing, both physical and emotional.

Improving attendance for all children, continues to be a key area for Radleys. As part of this commitment, the school has an SLA with the EWO who meets with the Attendance Lead weekly.

Fortnightly letters are sent by school, to those families of children where attendance is below 96%. Meetings are held with parents where attendance continues to fall below expected standards.

The EWO monitors attendance where it is below 92% and intervenes by making phone calls, visits, holding parental meetings and offering relevant additional support.

School sends personalised letters to those families where punctuality is an issue, to illustrate lost learning time and the impact on the child's progression.

In 2023, there will be a new focus on rewarding classes/individual children where attendance is maintained or improved.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the **previous** academic year.

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>



**Further information (optional)**

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