

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | The Radstone Primary School |
| Number of pupils in school | 343 |
| Proportion (%) of pupil premium eligible pupils | 7% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022 – 2023 2023 – 2024 2024 - 2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Ms Andrea Curtis CEO |
| Pupil premium lead | Miss J Jeffery Head of School |
| Governor / Trustee lead | Sarah Rowe |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £27275 |
| Recovery premium funding allocation this academic year | £3190 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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 | £30465 |

Part A: Pupil premium strategy plan

Statement of intent

The Radstone Primary School is a new school located in Brackley, Northants. It is in its fifth year of opening, currently housing 12 classes from Reception to Year 6. With two-form entry currently in Reception – Year 4. We have high aspirations and ambitions for all our pupils, and we are determined to ensure that all our pupils are given every chance to realise their full potential. At The Radstone we have a small but growing percentage of disadvantaged pupils. Additionally, we have a small but significant percentage of pupils with Special Educational Needs or Disabilities; many of these have a very high level of need. We recognise each pupil as an individual and as a result consider that there is no “one size fits all”, so it is essential that we identify individual barriers in order to so that our pupils can flourish by working as team of teachers, other professionals and families to create a plan for each individual. Pupil Premium funding represents a very small proportion of our overall budget, however we are committed to providing personalised targeted support to ensure that it is spent to maximum effect for identified pupils.

The Radstone Primary School receives Pupil Premium funding for each child who is entitled to receive Free School Meals or who has been entitled to over the last six years, and for any Looked After Children or Service Children. Pupil Premium funding is only available for children in Reception to Year 11 who are aged 4 and above. In the financial year 2022-2023, the Pupil Premium is allocated to schools based on those children on role in the October 2022 census that were known to have fitted this criteria.

Our key objective in using the Pupil Premium grants is to narrow the achievement gap between pupil groups. As a school we have a good track record of ensuring that pupils make good progress, but are aware that good achievement outcomes may present more challenges for disadvantaged pupils – this is also a trend noticeable in national data. Through direct class teaching, alongside targeted interventions we are working to eliminate barriers to learning and progress and our aim is to ensure that they make accelerated progress in order to reach age-related expectations or above as they move through the school. We do our utmost to ensure that teaching and learning opportunities meet the needs of all the children at The Radstone Primary School.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. This may mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. We ensure that appropriate provision is made for children who belong to vulnerable groups; this includes ensuring the needs of children entitled to free school meals and children who are Looked After or Service Children are assessed and addressed.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Higher rates of academic progress across KS1 and KS2 – close the gaps between all children. An increase in the number of disadvantaged children with low prior attainment in English and Maths throughout KS1 and KS2. |
| 2 | Supporting children in their efforts to ‘catch-up’ because of the Covid-19 pandemic and subsequent school closures using the Recovery premium money to ‘close the gaps’ that have formed. |
| 3 | Through observations and monitoring we have noticed that disadvantaged children tend not to access as many clubs as other children. We wish to ensure access to extra-curricular clubs and provide opportunities to represent the school within the community. |
| 4 | Greater understanding of personal wellbeing and challenging low aspirations of pupils. Pastoral concerns for some disadvantaged (and non-disadvantaged), coupled with low aspirations, are having detrimental effects on their academic progress. |
| 5 | Some disadvantaged children have low attendance due to parental engagement & lack of understanding. We will have increased attendance rates for pupils eligible for PP. |
| 6 | For some families, parental engagement is low. We will be supporting families in order to allow their children to overcome the potential barriers (including financial) to social and academic progress that may prevent disadvantaged children making good progress alongside their peers. |

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 children make as much progress as 'other' pupils in our school and others nationally across KS1 and KS2 in phonics, reading, writing and maths. | Pupils eligible for PP make as much progress as 'other' pupils across KS2 in reading, writing and maths. Measured throughout KS1 and KS2 by teacher assessments, standardised tests and successful moderation practices both internally and externally. |
| Equal access to extra-curricular clubs and wider opportunities in and out of school; inclusion and access to sports and music along with curriculum and residential trips. | Increased participation from disadvantaged children in extra-curricular clubs, taking on wider responsibilities and representing the school at key sports and other events. |
| Wellbeing improved for pupils, particularly those who are PP. Level of aspiration increases and there is not an effect on progress of PP children as a result of wellbeing issues. | Children are better equipped to deal with day to day school and home life, children express high aspirations when interviewed. Children make equivalent or better progress than non-PP peers and nationally. |
| Increase attendance rates for pupils eligible for PP. | Overall PP attendance improves to be in line with 'non-PP pupils in the school and nationally. |
| Parents directly informed about provision and engaged with supporting learning at home. School works closely with parents to identify any additional barriers. | Provision shared directly with parents by class teachers when necessary and specifically at parents' evenings. |

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: £13709

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
| | | |

| | | |
|---|---|------------------|
| <p>Disadvantaged children make as much progress as 'other' pupils in our school and others nationally across KS1 and KS2 in reading, writing and maths.</p> | <p>Provide targeted interventions in reading, writing and maths for disadvantaged children alongside their non-disadvantaged peers.</p> <p>To provide additional support in order to close the gap between disadvantaged children and their peers.</p> <p>Monitoring of intervention groups through staff meetings to ensure effectively targeted actions.</p> <p>Track progress using Arbor.</p> | <p>1 & 2</p> |
|---|---|------------------|

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

Budgeted cost: £11577

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Parents directly informed about provision and engaged with supporting learning at home. School works closely with parents to identify any additional barriers.</p> | <p>1:1 meetings with parents to encourage supportive dialogue and agree individualised approach.</p> <p>Analysis indicates that some parents of our disadvantaged children are less engaged with their children's social and academic progress.</p> <p>Feedback from both parents and children provides positive progress in their attitudes towards school.</p> <p>Attendance alongside responses from parents' evening evaluations.</p> | <p>1, 2 & 6</p> |
| <p>'Close the Gap' intervention groups & extra tutoring, led by staff members, for children who have fallen behind.</p> | <p>Provide targeted interventions in reading, writing and maths for disadvantaged children alongside their non-disadvantaged peers.</p> <p>To provide additional support in order to close the gap between</p> | <p>1 & 2</p> |

| | | |
|--|---|--|
| | <p>disadvantaged children and their peers.</p> <p>Monitoring of intervention groups through staff meetings to ensure effectively targeted actions.</p> <p>Track progress using Arbor.</p> | |
|--|---|--|

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

Budgeted cost: £5179

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Mental Health and Wellbeing Interventions provided for identified children both advantaged & disadvantaged.</p> | <p>Individual Provision Maps implemented and updated at least termly with RAG rating.</p> <p>Professional conversations with teachers and parents to discuss benefits of interventions.</p> <p>Children more engaged with their learning throughout all areas of the curriculum.</p> <p>Signposting them to suitable clubs and activities that develop their personal strengths and interests.</p> | <p>1 & 4</p> |
| <p>Wellbeing improved for pupils, particularly those who are PP. Level of aspiration increases and there is not an effect on progress of disadvantaged children as a result of wellbeing issues.</p> | <p>Establish age-relevant mentoring provision for vulnerable children.</p> <p>Positively discriminating children for classroom roles and responsibilities.</p> <p>Signposting them to suitable clubs and activities that develop their personal strengths and interests.</p> | <p>4</p> |

| | | |
|---|---|----------|
| | <p>High incidence of low engagement in the school's wider provision and enrichment.</p> <p>Opportunity to develop positive friendships and social skills in a safe engaging environment.</p> <p>Termly review of provision through staff and pupil feedback.</p> | |
| <p>Equal access to extra-curricular clubs and wider opportunities in and out of school; inclusion and access to sports and music along with curriculum and residential trips.</p> | <p>Positive discrimination and invitation to extensive extra-curricular programme.</p> <p>Regular offers by the school to pay for music or sporting opportunities for all disadvantaged children.</p> <p>Positive discrimination to ensure representation at school events and within pupil responsibilities.</p> <p>Reward commitment of attendance to raise the focus on commitment</p> <p>Ensuring pupils have suitable equipment and kit to participate successfully in school life, contributing to greater self-esteem.</p> <p>Lower uptake by some disadvantaged children in extra-curricular opportunities.</p> <p>Low self-esteem leads to lack of belief, commitment and perseverance, meaning that engagement is not sustained.</p> <p>Disadvantaged families often do not have the financial ability to support their children to participate in a wide range of school activities therefore school are able to provide the required equipment.</p> | <p>3</p> |

| | | |
|--|---|---|
| | Analyse club attendance and proactive discussions held with pupils and parents to invite children to attend. | |
| Increased attendance rates for pupils eligible for PP. | <p>Meet directly with parents of children whose attendance falls below the school average.</p> <p>Personalised rewards for improvement on attendance and punctuality.</p> <p>Children who attend are more likely to make good academic and social progress alongside their peers.</p> <p>Regular monitoring of attendance and comparisons between disadvantaged and non-disadvantaged children.</p> | 5 |

Total budgeted cost: £30,465

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.

Covid-19 had a significant impact on our most disadvantaged pupils in the academic years 2019-20 and 2020-2021 but good progress has made since due to targeted support, intervention planning and quality first teaching.

Our total number of Pupil Premium children increased by 12 over the 2022-23 academic year.

38% of our Pupil Premium children are on the SEND register.

End of Key Stage Attainment (July 2023)

| | Key Stage 1 (5 pupils) | | Key Stage 1 (6 pupils) | |
|----------------|------------------------|-----|------------------------|-----|
| | EXS | GDS | EXS | GDS |
| Maths | 20% | | 33% | |
| Reading | 100% | | 66% | 17% |
| Writing | 20% | | 66% | |

Internal assessment data based on teacher assessment evidence and NTS standardised results.

| PP Y1-6 (29 pupils) | EXS+ July 2023 | GDS July 2023 |
|------------------------|----------------|---------------|
| Maths | 31% | 14% |
| Reading | 55% | 17% |
| Writing | 45% | 10% |

Externally provided programmes

| Programme | Provider |
|---|---|
| Extra-curricular activities - Football - Gymnastics | Freestyle Sports Academy |
| Music lessons - Brass | NMPAT – Northamptonshire Music Services |
| Singing Lessons | Funkeys Music |
| Times Table Rockstars | Maths Circle – TT Rockstars |
| Numbots | Maths Circle – TT Rockstars |

Service pupil premium funding (optional)

| Measure | Details |
|--|---|
| How did you spend your service pupil premium allocation last academic year? | <p>Provided uniforms for children so that they could feel safe and part of the school immediately.</p> <p>Books provided in the library and for the service children to open & begin discussions around deployment/moving schools/house where needed and relevant.</p> |
| What was the impact of that spending on service pupil premium eligible pupils? | <p>Children felt safe and secure in school from day one. They immediately felt part of the school community & settled well into school life.</p> <p>Discussions have been started with the children, using books as resources where relevant. Children have felt happier to discuss changes in their lives due to this.</p> |

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- providing in-house support for children and parents with mental health concerns through coffee mornings and 1:1 meetings with senior mental health leads.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.