

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	The Radstone Primary School
Number of pupils in school	267
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022 2022 – 2023 2023 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Ms Andrea Curtis CEO
Pupil premium lead	Miss Sophie Matthews Assistant Headteacher
Governor / Trustee lead	Sarah Rowe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29590
Recovery premium funding allocation this academic year	£2900
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	£32490

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 third year of opening, currently housing 7 classes from Reception to Year 5. With two-form entry currently in Reception – Year 3. 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 2021-2022, the Pupil Premium is allocated to schools based on those children on role in the October 2020 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 disadvantaged 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	After thorough monitoring and analysis we have made a commit to improving personal, social and emotional skills for pupils in KS1 and EYFS, as well as disadvantaged children, following on from the Covid-19 pandemic to ensure challenging behaviour is kept to a minimum & all children are ready to learn.
6	Some disadvantaged children have low attendance due to parental engagement & lack of understanding. We will have increased attendance rates for pupils eligible for PP.
7	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.
Improved social and emotional skills for children in EYFS, KS1 and disadvantaged children.	Pupils eligible for PP in EYFS and KS1 develop the required social and emotional skills alongside their peers so that all pupils eligible for PP meet GLD in personal, social and emotional development and show positive behaviours as they progress through the school.
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: £14580

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>
<p>Improved personal, social and emotional skills for children in EYFS, KS1 and disadvantaged children.</p>	<p>Personalised pastoral support plans for specific children established agreed with professionals and parents.</p> <p>Additional support provided to develop these skills within the wider EYFS and KS1/2 curriculum.</p> <p>Children have been identified early and these skills are required in order for them to make good progress across all areas of the EY and KS1/2 curricula.</p> <p>Termly review of pastoral support plans.</p> <p>Monitoring of progress through professional discussions among staff and recording on Arbor.</p>	<p>5</p>

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

Budgeted cost: £12400

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 & 7</p>
<p>'Close the Gap' intervention groups & extra tutoring, led by staff members, for children who have fallen significantly behind due to the Covid-19 pandemic.</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>

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

Budgeted cost: £5510

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 & 5</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>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>4 & 5</p>
<p>Equal access to extra-curricular clubs and wider opportunities in and out of school; inclusion and access to sports and music</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>3</p>

<p>along with curriculum and residential trips.</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>Analyse club attendance and proactive discussions held with pupils and parents to invite children to attend.</p>	
<p>Increased attendance rates for pupils eligible for PP.</p>	<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>6</p>

	Regular monitoring of attendance and comparisons between disadvantaged and non-disadvantaged children.	
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Total budgeted cost: £32490

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.

Throughout the last academic year we have continued to identify the disadvantaged pupils and monitor their attendance & attainment. Last year our school ran from Reception to Year 4.

Reading	WWB	BEL	WTS	EXS	GDS
Y1	0% (0)	33.3.% (1)	33.3.% (1)	0% (0)	33.3.% (1)
Y2	0% (0)	50% (1)	0% (0)	0% (0)	50% (1)
Y3	0% (0)	33.3.% (1)	0% (0)	0% (0)	66.7% (2)
Y4	0% (0)	0% (0)	40% (2)	40% (2)	20% (1)
Writing	WWB	BEL	WTS	EXS	GDS
Y1	0% (0)	0% (0)	66.7% (2)	33.3.% (1)	0% (0)
Y2	0% (0)	50% (1)	0% (0)	0% (0)	50% (1)
Y3	0% (0)	33.3.% (1)	0% (0)	0% (0)	66.7% (2)
Y4	0% (0)	0% (0)	40% (2)	60% (3)	0% (0)
Maths	WWB	BEL	WTS	EXS	GDS
Y1	0% (0)	0% (0)	66.7% (2)	33.3.% (1)	0% (0)
Y2	0% (0)	0% (0)	50% (1)	0% (0)	50% (1)
Y3	0% (0)	33.3.% (1)	0% (0)	0% (0)	66.7% (2)
Y4	0% (0)	0% (0)	40% (2)	40% (2)	20% (1)

The majority of PP children in Years 1 – 4 made expected progress across Reading, Writing and Maths. All children received support throughout the year, where necessary.

At the end of the year 2020/2021 in Reading 7/13 PP children were EXS or above.
 At the end of the year 2020/2021 in Writing 7/13 PP children were EXS or above.
 At the end of the year 2020/2021 in Maths 7/13 PP children were EXS or above.

In Reception the majority of PP children are working towards age expectations in most areas. However, 2 PP children from Reception did not achieve a good level of development (GLD) at the end of the year.

The reason for some PP children not achieving EXS or above is primarily due to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. However we continued to provide a high quality curriculum, during periods of full and partial closure, using online resources (e.g. The Oak National Academy/White Rose Maths Hub).

Although overall attendance in 2020/21 was lower than in the preceding couple of years at 96.9%, it was higher than the national average. A handful of PP and disadvantaged children saw a dip in their attendance figures, this was due to a number of factors, including illness & Covid-19. Attendance continues to be an area of focus for this academic year.

Externally provided programmes

Programme	Provider
Extra-curricular activities - Football - Gymnastics	Freestyle Sports Academy
Music lessons - Brass	NMPAT – Northamptonshire Music Services
Singing Lessons	Funkeys Music
X 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?	Provided uniforms for children so that they could feel safe and part of the school immediately.

	<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>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<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:

- utilising a DfE grant to train a senior mental health lead. The training we aim to undertake will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- 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.