

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	Rendell Primary School
Number of pupils in school	384
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023 To 2024 - 2025
Date this statement was published	
Date on which it will be reviewed	Sept 2023
Statement authorised by	Karen Rixon Head Teacher
Pupil premium lead	Pam Jurkowski Deputy Head Teacher
Governor / Trustee lead	Chris Price – lead for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,556
Recovery premium funding allocation this academic year	£12,325
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	£128,881

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, 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

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Achieving these objectives:

The range of provision:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning (Teacher/TA led).
- 1:1 support.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Support payments for Breakfast Club to ensure children begin their school day ready to learn
- Support payment for activities, uniform, clubs, educational visits and residential trips. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Mental well-being support.

Challenges

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

Challenge number	Detail of challenge
1	Oracy and communication is poor with low exposure to rich vocabulary which inhibits reading progress. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many

	disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that core subject attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class all of our disadvantaged pupils arrive below age-related expectations compared to 70% of other pupils.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations in core subjects.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have increased during the pandemic. 18 pupils (6 of whom are disadvantaged) currently require additional support with social and emotional needs, with 6 (3 of whom are disadvantaged) receiving small group interventions.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Persistent absence for our disadvantaged pupils is higher than for their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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.

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Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that 70% of disadvantaged pupils met the expected standard.
Improved writing and maths attainment for disadvantaged pupils at the end of KS2.	KS2 writing and maths outcomes in 2024/25 show that 70% 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 increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<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 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers has been reduced • the percentage of all pupils who are persistently absent is reduced to be in line with similar schools.

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: £ 57 762

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>	1, 2, 3, 4

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Begin Voice 21 (3 year programme- 2021 2024) Yr2</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>We will fund release time for teachers to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<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>	3
<p>CPD for teachers</p> <p>Purchase CPD package through The National College</p>	<p><i>EEF A tiered approach to Pupil Premium spending</i></p> <p>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p>	1, 2, 3, 4

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<p>4 x ECT</p> <p>Teacher support</p> <p>Fund UPS teacher to provide support</p> <p>Sept 2022 Lead Teacher</p>	<p><i>EEF A tiered approach to Pupil Premium spending</i></p> <p>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p>	<p>1, 2, 3, 4</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emoional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p>

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

Budgeted cost: £ 46 973

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>UPS teacher appointed to work within Year 5 & 6 cohort to allow small group tuition.</p>	<p>EEF Teaching Toolkit</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	<p>1, 3, 4</p>

<p>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.</p>	<p>EEF Teaching Toolkit</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>FFT training</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Talk Boost/Wellcom interventions in EYFS</p>	<p>EEF Teaching Toolkit</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	<p>1</p>
<p>Intervention</p> <p>TA and Teacher lead</p> <p>TA to ensure each class has intervention support</p>	<p>EEF Teaching Toolkit</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where</p>	<p>1, 3</p>

CPD to lead targeted intervention programmes for small groups and individuals	teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25 116

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club	<i>EEF A tiered approach to Pupil Premium spending.</i> Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.	4, 5, 6
Social and emotional wellbeing Drawing and Talking therapy Lego therapy Sept 2022 – Employ pupil well-being enrichment coach	EEF Teaching Toolkit Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	4, 5
ELSA	EEF Teaching Toolkit Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	4, 5
Educational trips and visits. Extra-curricular clubs and events. Uniform vouchers.	<i>EEF A tiered approach to Pupil Premium spending.</i> Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.	4, 5, 6

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<p>EWO Education Welfare Officer appointed to analyse attendance and contact low attenders.</p>	<p><i>EEF A tiered approach to Pupil Premium spending.</i></p> <p>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.</p>	<p>4, 5, 6</p>
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Total budgeted cost: £ 129 851

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 2021 to 2022 academic year.

Attendance

COVID related absence, Chicken Pox plus general illnesses continued to impact attendance for the 2021 – 2022 academic year.

Access to clubs was available to all pupils (breakfast, extra-curricular clubs) engaging over 58% of PP pupils – this is a significant improvement on pre-pandemic numbers.

Tutoring plus targeted support and interventions overall had a positive impact for identified pupils (PP and non PP).

Outcomes for pupils were:

Y2 – 9 pupils received 12 hours during the summer term in preparation for Year 3. Progress in writing did not match that of reading and maths (this was expected due to the significant amount of disruption this year group has seen). They will continue to be a focus of support.

Y5 – 22 pupils received 16 hours during the spring and summer terms in preparation for Year 6. Progress for this group was good achieving 82% (combined exs) teacher assessed (National 65% 2019).

Y6 – pupils received 19 hours in the autumn and spring terms to ready them for SATs and the progression to secondary school. Progress for this group was good achieving 95% (combined exs) – National 65% 2019.

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
English, Maths and Science platform for KS2	Century
Maths, Grammar & Spelling (KS1)	Sumdog
Maths	TT Rockstars
Science	Developing Experts

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

Additional activity

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

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- developing a blended learning approach in the classrooms to 'free up' teacher time which will be re-directed to provide personalised support to all pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected 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, 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.
- working closely with schools that demonstrate high-performing disadvantaged pupils to learn from their approach (within LPAP – Loughborough Primary Academy Partnership).

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.