

Pupil premium strategy statement – Rendlesham Primary School

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	293
Proportion (%) of pupil premium eligible pupils	4.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/24 to 2025/26
Date this statement was published	20/12/23
Date on which it will be reviewed	20/12/24
Statement authorised by	Hannah Woodruffe
Pupil premium lead	Kathy Watts
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,516.67
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£33,516.67

Part A: Pupil premium strategy plan

Statement of intent

- Our aim is for pupils to make at least expected progress in reading, writing and maths and achieve high attainment across these subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.
- The classroom environment and learning characteristics will support individual learning needs and encourages personal development.
- Pupils receive support to address their gaps, regular pupil progress meetings with all staff identify sources of intervention and support that can be given.
- Planning will ensure that the disadvantage pupils are challenged in their learning through the delivery of the lessons e.g. chilli challenges, scaffolding and reviews to raise expectations about what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Maintaining progress in reading, maths and writing
2	Maintaining good attendance
3	Cost of living crisis
4	Low admissions in EYFS and KS1

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
Progress is maintained in reading, writing and maths.	Gaps analysis is completed after every NTS paper. Pupil progress plans/ISPs are implemented to target individual needs. MTP and STP are reviewed and regularly updated and in maths reflect the changes to

	the curriculum incorporating the mastery approach.
Approach of our writing curriculum will give greater opportunities for writing within the curriculum, pupils are given quality feedback which enable them to progress to the national standard.	<p>English Subject Lead (SR) to be released to work with KS2 teachers (4 day supply) support with planning and moderating providing CPD for staff.</p> <p>Writing journals and reading journals are used as a stimulus so pupils can record own ideas and have greater enjoyment and autonomy over their writing.</p> <p>Greater opportunities for pupils sharing their own writing.</p> <p>Quality feedback given to pupils to improve from all staff.</p> <p>Pupils will make progress from starting points.</p>
Enrichment opportunities target PP children helping to sustain wellbeing and improved mental health.	Pupils have access to residential and educational visits and also have access to enrichment clubs regardless of family income.
Attendance for pupil premium children is at least in line with national data.	School welfare team monitor attendance. Support offered to parents if persistent absence is identified.

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: £1,187.50 and £2,100 and £960 and £2,607 = £6,854.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
30 minute phase briefing each week with TAs and teachers to share planning and expectations and Pupil Progress meetings held termly to plan, assess and review.	EEF Making the best use of Teaching Assistants – TAs are provided with appropriate information to support pupils.	1

CPD for support staff including Makaton, ELSA, and ELKLAN training to support communication.	EEF Effective Professional Development	1
Supply for English Lead to support with CPD - writing focus.	Staff professional Development and Training	1
Development of the maths curriculum across the school to support outcomes.	EEF Mastery Learning	1

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

Budgeted cost: £16,948

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained TA interventions – lego skills, nurture, S&L, phonics, maths, brain gym.	Phonics – Teaching and learning Toolkit. Maths Mastery approach	1

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

Budgeted cost: £390 and £3,192 and £1,830 and £300 and £2,500 and £2,262 = £10,474

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half termly attendance monitoring	AH and attendance lead meet to discuss updates on attendance and review persistent absence. AH will then meet with parents to support.	2
KC – Parent Liaison link support wellbeing of pupils in school and meets with families to	TIS research – Trauma Informed Practice - wellbeing	1 and 2

support mental health and attendance.		
Enrichment opportunities provided outside of school hours including the residential	EEF outdoor Learning Resilience, self-confidence and motivation improved	3
Support with uniform costs	Financial support as required for families	3
Opportunity for Nursery aged children to attend before and after school provision including staff and resources.	EEF Earlier starting age and Breakfast provision	3 and 4
Interventions and programmes of support including Play Therapy sessions in school to support wellbeing and SEMH	Child Centred – Play Therapy Research	1 and 2

Total budgeted cost: £6,854.50 and £16,948 and £10,474

Total £34,276.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on our own summative and formative assessments.

Pupil in receipt of pupil premium during 2022-2023 had the following attainment:

- Reading – 58% achieved EXS or better
- Writing – 37% achieved EXS or better
- Maths – 47% achieved EXS or better

Pupil premium children made the following progress from their baseline score at the beginning of the year:

- Reading – 89% made expected progress and 11% made accelerated progress
- Writing – 95% made expected progress and 11% made accelerated progress
- Maths – 95% made expected progress and 16% made accelerated progress

The data demonstrates that the actions put into place to support the PP children enabled them to maintain progress and for some make accelerated progress. We have been able to draw on this school data and observations to assess wider issues impacting on PP children's behaviour, wellbeing and attendance. The deployment of TAs to support SEMH has been impactful, teachers observed that children with this support in class had improvements in wellbeing and focus in class. This support has contributed to the overall learning environment so children feel supported but can also practice personal skills.

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: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.