

# Pupil premium strategy statement

## Rendlesham Primary School

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   | Rendlesham Primary School |
| Number of pupils in school  | 272                       |
| Proportion (%) of pupil premium eligible pupils   | 7.72%                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022                 |
| Date this statement was published   | 01/11/21                  |
| Date on which it will be reviewed   | 01/09/22                  |
| Statement authorised by   |                           |
| Pupil premium lead  | Debbie Thomas             |
| Governor / Trustee lead   |                           |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £ 32190 |
| Recovery premium funding allocation this academic year  | £       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £32190  |

# Part A: Pupil premium strategy plan

## Statement of intent

- Our aim is for children to make at least expected progress so that they are able to achieve age related expectations.
- Our plan is to ensure that our classroom environment supports individual learning needs and encourages personal development. This will ensure that children have the learning characteristics to ensure they go on to succeed.
- Our children will receive support to address their gaps and pupil progress meetings will identify sources of intervention and support that will help achieve this.
- Our plan is aimed at ensuring equity for all pupils. We aim to ensure their personal development is supported so that they develop excellent learning behaviours.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Maintaining good attendance in spite of COVID 96.2% (13/10/21)     |
| 2                | Low combined attainment across RWM                                 |
| 3                | Low numbers in year groups making statistical comparison difficult |
| 4                | Gaps in knowledge due to 2 years of disrupted education.           |

## 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   |
|---|--|
| Improve the classroom environment to support a range of learning styles | All classes will have the option of standing desks, seating or floor work. |
| Children develop their personal learning characteristics                | Embed learning pi across the school  |
| Individual attainment improves  | Gaps analysis is undertaken  |

|   |   |
|---|---|
|   | <p>Key areas of missed learning are addressed first</p> <p>Pupil progress plans are implemented to target pupils individual needs</p> <p>Plans are regularly reviewed and gaps tracked</p> <p>NTS scores in Reading and Maths improve</p> |
| Pupil progress meetings promote effective outcomes            | <p>New school format is embedded</p> <p>Outcomes are tracked by class teachers and monitored by SLT</p>   |
| Attendance for PP children is at least in line with national. | <p>School welfare team monitor attendance</p> <p>Parents are offered support if PA is identified</p>  |

## 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: £12,650 + £5487 + £500 = £18637

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| 30 minute phase briefing /week with TAs and teachers to share planning and expectations | <a href="#">Making best use of teaching assistants</a><br>– TA's are provided with the 'need to knows' at the start of each week.  | 2 and 4                       |
| CPD for support staff   | EEF <a href="#">Effective Professional Development</a><br>Fortnightly meeting for 30 mins held by SLT – delivering best practice, training and safeguarding updates<br>NELI training in EYFS 4months gain according to EEF | 2 and 4                       |
| CPD for all staff as to develop intervention strategies                                 | EEF <a href="#">Effective Professional Development</a>   | 2 and 4                       |
| Training for all staff on metacognition in line with learning pi                        | <a href="#">Metacognition</a> and impact on learning<br>EEF research – supports Trust and school use of learning Pi  | 1, 2 and 4                    |

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

Budgeted cost: £ 4526

| Activity                        | Evidence that supports this approach   | Challenge number(s) addressed |
|---------------------------------|--|-------------------------------|
| Tutoring with qualified teacher | <a href="#">Tutoring research</a><br>School are adding to the subsidised tutoring funding provided by the government | 2 and 4                       |

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

Budgeted cost: £1050 + £1595+ £900 + £400 +£5280 = £9225

| <b>Activity</b>   | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|---|---|--------------------------------------|
| Half termly attendance monitoring   | SLT meet with office manager and Trust welfare officer to receive updates on persistent absence and parental need for support | 1                                    |
| Standing desks  | Guy Claxton Building Learning Power- environmental impact   | 2 and 4                              |
| Accelerated reader – use of IT to sit quizzes and texts to support children’s interest in reading | <a href="#">EEF shows 3+ months progress</a>  | 2 and 4                              |
| Trauma informed Practice - wellbeing  | <a href="#">TIS research</a>  | 1, 2 and 4                           |

**Total budgeted cost: £ 32,388**

## 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.

Strategy impact on data is not available due to COVID impact on education

However pupils receiving pupil premium funding were all supported during the past year with free meal vouchers, IT updates and use of or donations of laptops to support home learning. The school created a welfare team to monitor wellbeing and all pupils received the welfare support that they required.

Parental feedback supported the positive work of the welfare team and the quality of home learning.

### Externally provided programmes

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |

### Service pupil premium funding (optional)

| 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 (optional)**

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