

# 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	Ranelagh Primary
Number of pupils in school	311 263 (excl nursery and reception)
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Leigh Welburn
Pupil premium lead	Sehnaj Patel
Governor / Trustee lead	Rena Begum

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,370 (22-23) £236,720
Recovery premium funding allocation this academic year	£25,435
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£249,805

# Part A: Pupil premium strategy plan

## Statement of intent

*Children should have the same access to an excellent education no matter what their social situation. Ranelagh's pupil premium strategy has been effective for the last ten years demonstrated by the successful end of Key Stage information. The strategy we have is to ensure that the money used develops the child holistically – academically, socially and culturally.*

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in academic learning exacerbated by the pandemic.
2	Ensuring Higher attainers develop at greater depth and convert and children who have not reached end of Year 2 standard reach end of year 6 standard.
3	Children's emotional being is a barrier to progress.
4	Family and home life support consistency from school to home.
5	Social and Cultural value not given to the community.

## 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
Children meet end of year standards	Termly standard and Progress meetings – ensuring rapid progress is made. Interventions are put into place to ensure meet end of year standards.
Ensure all children make rapid progress to meet end of year standards – and where there are identified gaps support put in	Teachers identify the gaps and adapt planning to meet varying needs. Quality first teaching and intervention is successful. Children make good or excellent progress. Interventions are monitored and reviewed regularly to ensure these are appropriate.

<p>Children are emotionally resilient</p>	<p>All children are able to give examples of how they overcome an adverse situation. They are able to articulate strategies that help them cope.</p>
<p>Parents know that Ranelagh is a reliable school for all information that will support their family</p>	<p>Community cohesion lead identifies and supports parents, carers and adults in the community who need support. Programmes and wellbeing groups are available at the Ranelagh Hub.</p>
<p>Children value their cultural and social background and feel powerful. Children inspired to aspire</p>	<p>Curriculum is resourced to ensure that all children have the ability to inspire and improve the world they live in and recognise the wealth of their cultural and social identity.</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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an Intervention Teacher	KS2 showed that strategies in place – strong phonics teaching; reciprocal reading in KS2 and intervention groups that focussed on children both PP and underachieving have had good effect. This approach has been successful since the introduction of PP so to continue with 2 extra staff for intervention and phonic groups. Equivalent to 1 member of staff : Maths intervention Reading intervention New to English groups.	1,2
Specialist Leading Teacher to co-ordinate interventions	Ensuring that all current research is utilised to ensure the very best teaching is given to the children. CPD / Team teaching and modelling supports development of the teacher	1,2
Community Cohesion Lead to co-ordinate programmes to ensure parents and carers of children are supported.	<a href="#">Parental engagement report R Ackerman 2010</a> Parents are given focused family support to upskill them to provide a nurturing, stimulating environment at home.	1,2,3,4,5
Give used laptops to children who have limited access to digital devices	More than one child in a household – difficult to share devices.	1,2,4
Training: Resources identified to promote cultural and social inclusion	Adults in school to share their knowledge of resources to promote anti-racism and to signpost community to relevant resources - valuing people's cultural and social identity allows for stronger community and social cohesion. Inclusion team to support adults to promote social inclusion ensuring neurodiverse children learn alongside their neurotypical peers.	4,5

	<a href="#">Developing a Culturally Inclusive Curriculum</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>General</b> Teacher co-ordinating interventions	An Assess, plan, do Review approach ensures interventions have impact. They are reviewed and monitored regularly. Inclusion Lead and Lead Practitioner co-ordinate interventions.	1,2
Maths and English After school academic groups	Payment to staff tutoring in small groups, focussed on maths and English. These tools allow children to access other subjects	1,2 Year 6 data Year 4
To maintain and improve standards in Reading and Writing – Intervention programmes Free phonics packs given to parents Reading Champions Extreme Challenge Each week it is celebrated in assembly with extrinsic motivators Finance education for children to continue.	Short term incentives are motivators. Free academic resources which are parent friendly support the academic progress of children.  Good progress is being made – however in order to diminish the differences for children with pupil premium and non pupil premium children. Strategies and systems put in place to train whole staff on teaching children how to read by using phonics, sight words and a multi sensory approach.	1,2 Reading summative data
To diminish differences in reading and writing for Year KS1 children.	Love of reading and writing support with free reading and writing books and pens to inspire children to read and write at home at any opportunity. Children provided with books to read at home to encourage the love of reading and reading for pleasure. If children have the equipment to use at home, then they will use it.	1,2,4

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art therapist	50% of PP children targeted for art therapy- this had a positive attitude to learning and school. Ensuring children's well-being in the face of external barriers allows a child to possibly thrive with a nurture-focused intervention.	1,2,3,4,5
Mental Health First Aiders	Numbers of staff have had intensive training to become MHFA. This has allowed staff to become trained in identifying poor mental health in children and supporting them to gain more positive mental Health. <a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a>	1,2,3,4,5
Relevant Culturally inclusive resources identified and purchased RC -21-22, English 22-23, Replenish 23-24	- valuing people's cultural and social identity allows for stronger community and social cohesion	1,2,3,4,5 <b>To continue</b>
'Wrap around Care' PP fund	Child care is expensive and a barrier to aspiration if PP family are in crisis and need before or after care provision Free provision may be given at Napier Lodge.	3,4
Immersion lessons within the Ranelagh's Curriculum Extended School Clubs: Shakespeare for schools Festival of voices Voluntary contributions for School Visits are reduced for children with PP including residential visits eg Fairplay House	Promote and deepen understanding whilst raising engagement, excitement and curiosity about their learning. Opportunities to experience places and events to inspire them to aspire. Provide rich and memorable experiences that go beyond the classroom.	1,2,3,5

PP money used to allow all children to have exciting experiences		
Free milk for all children	All children have a healthy and balanced diet. Milk Monitors lead with the distribution of milk in the playgrounds, Healthy body Healthy minds.	To continue

**Total budgeted cost: £250,000.** 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.

Children who are pupil premium make more than expected progress in Reading, Writing and Maths. There is no significant difference between PP and non PP. This is mirrored in the year end attainment.

All	All Chn		Without SEND	
	PP	Non-PP	PP	Non-PP
Reading	3.09	3.20	3.59	3.82
Writing	2.87	3.02	3.39	3.61
Maths	3.06	3.17	3.57	3.70

Some gaps have been identified lower down the school – this being due to the overall low numbers in the Year Groups and the high levels of children with significant needs. Despite this, when the children with SEND are removed the progress is better than expected.

w/o SEND	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
Y6	3.92	4.50	3.64	4.00	3.94	4.00
Y5	3.42	3.45	3.25	3.36	3.17	3.09
Y4	3.69	4.06	3.62	3.88	3.77	4.00
Y3	3.23	3.86	3.00	3.64	3.31	3.79
Y2	3.50	4.18	3.13	3.82	3.38	4.00
Y1	3.14	3.39	3.14	3.22	3.43	3.39

Early intervention has been put into place to close these gaps. This includes extra phonic sessions, maths catch-up with the intervention TA. Morning Booster groups for targeted children have been set up for children. To support writing where the gap is the largest, handwriting interventions and a Free Write Programme has been implemented to encourage children to write at length. Children have built up their stamina to write at a sustained length and gaps between PP and Non PP closed.

We have recognised the importance of good mental and physical health in our children. This forms the foundation to build on their social and academic development. The monies received has been utilised effectively to support this.

Educational Visits remained a core staple of the curriculum at the school. Pupil premium funding has been used to enrich the learning across the schools. This has allowed the children to have a range of extra curricular experiences including residential visits and visits beyond the local community. This has also ensured our parents are supported financially. PP funding has been used to make sure our educational visits remain financially feasible for our children.

This year we will continue the three year approach – monitoring the children’s progress regularly and intervening with tailored programmes where necessary.

The excellent strategy we have for children with pupil premium will remain in play for the foreseeable future.

## 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

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	