

## 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	137 /263 ( exc nursery and reception)
Proportion (%) of pupil premium eligible pupils	52%
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 2021/Reviewed spring 2022 September 2022
Date on which it will be reviewed	Spring 2023
Statement authorised by	Shella Lawrenson
Pupil premium lead	Leigh Welburn and Sehnaj Patel
Governor / Trustee lead	Robert Sewell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£224,370 ( 22-23)</b>
Recovery premium funding allocation this academic year	<b>£27,00</b>
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	<b>£251,370</b>

# 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 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.
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.
Children are emotionally resilient	All children are able to give examples of how they overcome an adverse situation. They are able to articulate strategies that help

	<p>them cope.</p> <p>They feel supported to develop their skills of resilience, independence and perseverance.</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.</p> <p>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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an Intervention Teacher	<p>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.</p> <p>This approach has been successful since the introduction of PP so to continue with 2 extra staff for intervention and phonic groups.</p> <p>Equivalent to 1 member of staff :</p> <p>Maths intervention Writing intervention New to English groups.</p>	1,2
Lead Support Teacher to co-ordinate interventions	<p>Ensuring that all current research is utilised to ensure the very best teaching is given to the children.</p> <p>CPD / Team teaching and modelling supports development of the teacher.</p>	1,2
Community Cohesion Lead to co-ordinate	<p><a href="#">Parental engagement report R Ackerman</a></p>	1,2,3,4,5

programmes to ensure parents and carers of children are supported.	<a href="#">2010</a> Parental knowledge and understanding and engagement leads to good development in children.	
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.	4,5

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

Budgeted cost: £80,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>General</b> Teacher co-ordinating interventions	Support and monitoring of timely interventions – short, sharp and concise. Assessment 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 (January 2022).	1,2
To maintain and improve standards in Maths – Intervention programmes  5- a -day maths and prizes. Each week it is celebrated in assembly with prizes. 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 put in place to train whole staff on teaching children how to learn number facts and how to support children in explaining their understanding of concepts.	1,2
To diminish differences in reading and writing	Love of reading and writing support with free reading and writing books and pens to inspire	1,2,4

for Year KS1 children.	children to read and write at home at any opportunity. If children have the equipment to use at home, then they will use it.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art therapist and Mentors employed	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 thrive with a nurture-focused intervention. <a href="#">Wellbeing and Educational Outcomes Research 2012</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 To continue
Wrap around Care` PP fund	Child care is expensive and a barrier to aspiration if a PP family is in crisis and need. Before or after care provision is necessary. Free provision may be given at Napier Lodge.	3,4 parents and carer with larger families and early emergency meetings/'doctor's appointments
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. PP money used to allow all children to have access to a wide range of enrichment opportunities and experiences in and out of school	Promote and deepen understanding whilst raising engagement, excitement and curiosity about their learning. Opportunities to experience places and events to inspire them to aspire. <a href="#">Developing a Culturally Inclusive Curriculum</a>  Funded or discounted places	1,2,3,5 Visits  Seaside Deptford creek Fair Play House Kew Gardens

	will be offered to allow children to have the same experiences as their peers.	
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.	continue

**Total budgeted cost: £251,370**

## 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- 2022 academic year.

Year-end progress shows that pupil premium and non-pupil premium are on a par, there is a slight difference in KS1. Quality First teaching and interventions have to be maintained to ensure excellent attainment. One thing which is necessary for this to happen is time. Time for novice teachers to observe experts delivering pedagogical approaches to ensure that all children thrive.

Key Stage 1 progress targets showed that there are slight differences. This is due to low cohort number which means children with SEN who are also PP have a larger impact - so although they make children with SEN make progress from their individual starting points it has impact. In Key stage 2 children with pupil premium have made better progress than non-pupil premium children. This means that the strategy we have in place is working.

#### End of Summer Progress

	Reading		Writing		Maths	
	PP	Non	PP	Non	PP	Non
Year 1	2.4	3.5	2.2	3.2	2.3	3.5
Year 2	2.7	3.1	2.6	2.9	2.8	3.1
Year 3	3.2	3.3	3.1	3.2	3.5	3.3
Year 4	3.2	2.8	2.9	2.8	2.8	2.7
Year 5	3.4	2.9	3.3	2.8	3.7	2.9
Year 6	3.4	3.2	3.3	3.2	3.3	3.3

One thing that has had impact is the emotional literacy that was necessary for all the children this year. Giving them time and the space to reflect on their experience through lockdown - some of the social aspects to life were missing and problem resolution needed improving. With a focus on this and academic improvement the funding has supported this incredibly. This year we will continue the approach – monitoring the children’s progress regularly and intervening with tailored

programmes where necessary. Without parental engagement, this is tricky and that is why we will continue to utilise pupil premium dividend for the nurture of disadvantaged families in our community.

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
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## 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?	