

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 20223 to 2024 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	Richard De Clare Community Academy
Number of pupils in school	333 excluding Nursery
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Dec 2022
Date on which it will be reviewed	Dec 2024
Statement authorised by	Lucinda Bellett
Pupil premium lead	Lucinda Bellett
Governor / Trustee lead	Sarah Dignasse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,955
Recovery premium funding allocation this academic year	£14,645
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	£161,600

Part A: Pupil premium strategy plan

Statement of intent

At Richard de Clare we will use pupil premium funding to improve the progress and attainment of disadvantaged pupils.

We understand that using our pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. Additionally, we will identify the specific challenges faced by our disadvantaged and vulnerable pupils, both academic and non-academic.

Our strategy plan will focus on the controllable challenges that are having the most significant adverse impact on our disadvantaged pupils. We will adopt a tiered model, focusing on high quality teaching first and foremost, alongside targeted academic support and wider strategies. We will consider evidence summaries, including EEF, and seek out proven strategies where context and outcomes match the need of pupils at Richard de Clare Community Academy.

Challenges

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

Challenge number	Detail of challenge
1	Weak decoding and comprehension skills. Assessments and observations, indicate weaknesses in the basic reading skills. These are evident throughout the school and impede children's progression to fluency and inference. The impact is more notable with our disadvantaged children.
2	Achievement in mathematics. Assessments and observations, indicate weaknesses in the basic mathematics for some, and other not reaching potential for attainment at greater depth.
3	Weak grammar, spelling and writing skills. Assessments and observations indicate weaknesses in basic grammar, punctuation and spelling which is greatly impacting children's progress and attainment in writing. The impact of the lack of skills in these areas is more notable with our disadvantaged children.
4	Weak early communication skills: Assessments and observations, indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	Low aspiration, lacking cultural capital. Informal observations indicate that many children, across the age range, have limited cultural experiences and background knowledge to equip and inspire them further in their education, careers and social development.

6	Social, Emotional and Mental Health needs. Observations, monitoring of individuals and conversations with parents have identified an increase in frequency and scale of difficulties and challenges that pupils and families are facing.
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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
High quality teaching of reading, writing and mathematics, resulting in strong outcomes as standard for all pupils by 2024	Achieve KS2 national average progress scores (0) in reading, writing and maths Achieve National average attainment at KS1 and KS2 in reading writing and maths Achieve strong internal evidence of pupils in Yrs 1,3,4,5 as being on-track to achieve outcomes in line with National Averages at the end of the next Key Stage
A rich foundation curriculum which, in its implementation, meets the needs of all learners and in particular diminishes gaps for our disadvantaged pupils	National curriculum is implemented as a minimum Strong cultural capital is clearly evidenced in curriculum plans, in implementation, and in pupil outcomes (reducing internal attainment gaps)
Pupils who are emotionally and behaviourally ready to learn	All teaching and learning staff are suitable trained in emotional health and wellbeing. Restorative practice is embedded. As a result, adult-pupil interactions support and develop wellbeing within and beyond the classroom. A tiered model of pastoral support is in place and well-utilised. Disadvantaged pupils say that they enjoy school. This is evidenced through pupil voice, observations and work scrutiny. Disadvantaged pupils put themselves forward for school responsibility and are highly involved with school roles.
Pupils are in school	Attendance meets 96%+ Attendance policy and procedures have been clearly communicated, implemented and understood. A tiered model of pastoral support is in place and well-utilised. By 2024/25 levels of persistent absenteeism are at pre-Covid National levels The percentage of all pupils who are persistently absent being below 8.2% and the figure among disadvantaged pupils being no more than 2% lower than their peers. The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.

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: £56,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resourcing and staff training in phonics scheme. Coaching and feedback model for full implementation. Related resources costs. Extensive CPD on the teaching of reading and writing.	Academic guidance on phonics teaching highlights the need to effectively implement a systematic phonics programme (see <i>The Education Endowment Foundation – Improving Literacy in KS1</i>). EEF – Improving Literacy in KS1 DfE verified phonics scheme (ESL) EEF toolkit (+5) The DfE non-statutory guidance ‘The reading framework’ and EEF research on early reading highlight the impact of teacher subject knowledge, direct teaching of comprehension skills and high quality resources EEF Reading Comprehension Strategies	1
Increase professional skills and expertise of classroom staff in the teaching of maths. Full engagement with the Maths hub (expertise) in Mastering Number Programme	EEF guidance report Improving Mathematics – use manipulatives and representations to develop understanding Mastery Approach – EEF toolkit (+5) The Education Endowment Foundation highlight that manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas. EEF – Improving Mathematics in Early Years and Key Stage 1	2
Increase professional skills and expertise of classroom staff in the teaching of basic grammar, spelling and punctuation to develop writing skills.	Academic guidance on teaching spelling explicitly highlights the need to effectively implement a school-wide spelling programme (see <i>The Education Endowment Foundation – Improving Literacy in KS1</i>). EEF – Improving Literacy in KS1 Academic guidance on teaching writing explicitly highlights the importance of teaching writing as a process and not as a single event (see <i>The Education Endowment Foundation – Improving Literacy in KS1</i>).	3

	EEF – Improving Literacy in KS1	
To ensure access to full enrichment offer and a rich foundation curriculum which, in its implementation, meets the needs of all learners and in particular diminishes gaps for our disadvantaged pupils	EEF life skills The benefits of curriculum enrichment opportunities have a positive impact on both learning and wellbeing.	4

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

Budgeted cost: £49,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention and catch-up programme delivered and resourced across KS1 and KS2	EEF guidance report Improving Literacy in KS1 – Effectively implement a systematic phonics programme DfE verified scheme EEF toolkit (+5)	1
Maths intervention and catch-up programme delivered and resourced in KS2	EEF guidance report Improving Mathematics – use manipulatives and representations to develop understanding Mastery Approach – EEF toolkit (+5)	2
Lexia reading intervention programme delivered through computer-based reading programme	EEF project evaluation – Lexia Core 5 EEF toolkit (+1)	1
1:1 and small group mentoring that targets disadvantaged pupils who have fallen behind with their language development.	There is evidence to show that the rate at which a child develops language is sensitive to the amount of input they receive from the adults and peers around them, and that the quality of this input is likely to be more important than the quantity. This is best achieved through a considered evidence-based approach. EEF – Supporting oral language development	4
To improve the percentage of children working at ARE+ across the curriculum through speech and language therapy support via a speech and language therapist and via additional classroom based support.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £ 44,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement a pastoral support package to improve wellbeing and attendance	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): EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk) The DfE guidance 'improving school attendance' has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	5 and 6
CPD for teaching and learning staff in emotional wellbeing and restorative practice	EEF toolkit (+4) A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.	6
Additional snack provided in EYFS to support good nutrition for all	There is extensive evidence associating hunger with the inability to concentrate and self-regulate. A report published by 'No Kid Hungry' highlighted the negative effects that hunger can have on a child and the connections between hunger and behavioural challenges.	6

Total budgeted cost: £ 146,955

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.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2022/23 was at least in line with non-disadvantaged pupils by the end of KS2, despite significant differences on entry. Our analysis suggests that our approaches are working effectively to diminish differences, and so we will be continuing with these approaches for the coming year.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 5% higher than their peers in 2022/23. We recognise this gap remains too large, despite some strong improvements for identified pupils, and so raising the attendance of our disadvantaged pupils is a continued focus of our current plan. A pastoral team has been created and is increasingly effective in supporting wellbeing and attendance. Attendance continues to be a significant barrier for many families, but sustainable skills and school processes are now in place and are at the phase of embedding for sustainable improvement.

Our observations and assessments demonstrated that challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

We are on track to meet three of the four intended outcomes by Dec 2024, as stated in the Intended Outcomes section above. Although we are not at present on course to achieve the progress outcomes, we are confident that the continued improvements to quality of teaching and learning across the school will improve outcomes and progress significantly.

Externally provided programmes

Programme	Provider
English Planning KIT	Jonathan Bond
Purposeful Communication Programme	Carolyn Gulleford
Speech and language therapy	Speech and language therapist
Essential Letters and Sounds	Oxford University Press
White Rose Maths	WRM, Trinity MAT
Lexia Core	Lexia
Mastering Number	NCETM
Draw and Talk Programme	Drawing and Talking

Further information (optional)

As a school with a newly formed senior and middle leadership team, and a relatively new member of Bridge Academy Trust, we are undertaking a wide range of improvement measures beyond the scope of PP funding, but all in line with the aims of this funding.

We have overhauled strategy and approach, and are committed to an accelerated, but sustainable approach to improving quality of teaching and wider support for all pupils, with a particular focus on our disadvantaged pupils.