

Pupil premium strategy statement

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	Richard De Clare Community Academy
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Oct 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Nicola Morgan-Soane
Pupil premium lead	Nicola Morgan-Soane
Governor / Trustee lead	Sarah Dignasse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,740
Recovery premium funding allocation this academic year	£14,355
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	£138,095

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
2	Weak number and application skills
3	Weak early communication skills
4	Low aspiration, lacking cultural capital
5	Unmet emotional and behavioural needs

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 and learning of reading, writing and mathematics as standard for all pupils	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.
Pupils are in school	Attendance meets National Average (96%+)

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: £64,972

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of and staff training in phonics scheme. Coaching and feedback model for full implementation. Related resources costs.	DfE verified phonics scheme (ESL) EEF toolkit (+5)	1
Purchase of and staff training in White Rose Maths. Coaching and feedback model for full implementation. Related resources costs.	EEF guidance report Improving Mathematics – use manipulatives and representations to develop understanding Mastery Approach – EEF toolkit (+5)	2

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

Budgeted cost: £18,965

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
NELI intervention in place	EEF guidance report - Develop pupils' speaking and listening skills and wider understanding of language EEF 'Promising Project' EEF toolkit (+6)	3

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

Budgeted cost: £ 54,158

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement a pastoral support package to improve wellbeing and attendance		5
CPD for teaching and learning staff in emotional wellbeing and restorative practice	EEF toolkit (+4)	5

Total budgeted cost: £ 138,095

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 teacher assessments will not be used.

In 2021, some improvements to quality of teaching and learning were evidenced, but the pandemic impeded much of the CPD plans. Retention issues have minimised sustained impact of prior professional development activities.

NELI intervention was initiated with some promising early outcomes.

External speech and language therapy proved highly effective for targeted individuals.

A pastoral team was created and was effective in supporting wellbeing and attendance, throughout the academic year with attendance improving to 94% in summer 2021.

Many of the smaller interventions from previous PP plans will be halted due to a change in approach, with a movement to the tiered model and evidence-based approaches as described in the PP strategy intent statement.

Externally provided programmes

Programme	Provider
English Planning KIT	Jonathan Bond

Further information (optional)

As a school currently judged as requiring 'special measures', and a new member of Bridge Academy Trust, we are undertaking a wide range of improvement measures beyond the scope of PP funding, but all very much 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.