



# Pupil Premium Strategy Statement

## 2024 - 2027

This statement details our school's use of pupil premium 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	Richardson Dees Primary School
Number of pupils in school	227 (196 excluding nursery)
Proportion (%) of pupil premium eligible pupils	41% (representing 80 of our pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 to 2026/27
Date this statement was first published	December 2021
Date this statement was last updated	May 2025
Date on which it will be reviewed	July 2025
Statement authorised by	Wayne Myers, Headteacher
Pupil premium lead	Wayne Myers, Headteacher
Governor / Trustee lead	Michael Tippett

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167 420
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

The Headteacher, Senior Leadership Team, staff and governors believe that socio-economic background, gender, ethnicity, learning difficulty, disability or additional need does not limit a learner's chances of success. We believe passionately that social disadvantage should not be a determining factor in achievement and progress for any child.

Research shows that children from the most disadvantaged groups are less likely to achieve well and participate in higher levels of education. For this reason, we have developed strategies to narrow attainment gaps and raise achievement for all of our disadvantaged pupils.

Pupil Premium is funding provided by the Government that is additional to main school funding. The Government believes that it is 'the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantaged reaches the pupils who need it most'.

**At our heart, we are an inclusive school.** As such, we believe that the best and most equitable way to ensure high standards and opportunities for all to succeed is through high quality first teaching. We ensure disadvantage is not an obstacle to achievement by providing a wide range of enrichment, bespoke intervention and opportunities for extension and further challenge.

Our ultimate goal is to diminish the difference year on year and over time between our disadvantaged pupils and their advantaged peers. Our current Pupil Premium Strategy is heavily invested in offering targeted academic support to help ensure that quality first teaching is bolstered by rigorous and robust addressing of specific needs which may have been exacerbated by disadvantage and more recently the many challenges around Covid-19.

The key principles underpinning our Pupil Premium Strategy are as follows:

- Equity is key. Children receive what they need in order to be successful and this can differ from pupil to pupil.
- What works for one can work for many. Support is rarely delivered in isolation. Working socially in groups and having peer to peer support can be a really impactful way of supporting pupil progress when done well.
- Our wider strategies link us most directly with our community and the challenges they face. The ambition is to ensure as that all children should have an enriched and positive experience of school, regardless of their background.

**Pupil Premium allocation is used to raise standards.**

For many of our disadvantaged children, there are various barriers to future attainment which our spending of Pupil Premium looks to address.

- a. **SEND:** In our school, 24% of our pupils (57 in total) have been identified as having specific barriers to learning, compared with a national average of 17.3% (DfE National Statistics, June 2023 – next update June 24). For many of our SEND children, Language and Communication is a challenge. 8 of our pupils have an EHCP – 3.3% compared with national average of 4.3% (DfE National Statistics, June 2023 – next update June 24).
- b. **Attainment on Entry:** Children make accelerated progress in the Early Years but end of Reception attainment is still below national. However, the children who arrive in nursery enter below the levels expected of them in the Prime Areas of Learning – Personal, Social Emotional Development; Communication and Language; Physical Development.
- c. **Social Deprivation:** Our **Index of Multiple Deprivation** is 2 (where 1 is the most deprived and 10 is the least deprived) putting our school in the 20% most deprived neighbourhoods nationally. Our **Income Deprivation Affecting Children Index** is 2 (where 1 is the most deprived and 10 is the least deprived).

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and pupil discussions indicate that <b>speech and language</b> challenges are a key challenge for our disadvantaged pupils. These challenges are evident across school but particularly in EYFS and KS1 where children are at the earlier stages of exposure to support and intervention.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that <b>reading, writing and maths attainment</b> among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the <b>education and well-being</b> of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and maths.
5	Our <b>attendance</b> data over the last 3 years indicates that attendance among disadvantaged pupils has continued to be in excess of 1% lower than their advantaged counterparts.  Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
Improved <b>oral language skills and vocabulary</b> among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved <b>reading attainment</b> among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 70% of disadvantaged pupils met the expected standard.
Improved <b>writing attainment</b> for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2023/24 show that more than 70% of disadvantaged pupils met the expected standard.
Improved <b>maths attainment</b> for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain <b>improved wellbeing</b> for all pupils in our school, particularly for our disadvantaged pupils.	Sustained high levels of well-being from 2023/24 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
To achieve and sustain <b>improved attendance</b> for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being less than 1% between disadvantaged and their non-disadvantaged peers.</li> <li>• The percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</li> </ul>

## 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: £ 20 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Deputy Headteacher Leading on English and Maths</i>	Our Deputy Headteacher has a wide range of experience in leading both of these subjects and has additional capacity to ensure that leadership of these areas is rigorous and robust.	2, 3, 4
<i>Deputy Headteacher supporting staff in delivering high quality teaching in English and Maths</i>	DHT is well-placed to monitor provision AND support staff on a regular basis due to having mornings free of teaching commitments. <i>Helen has been directed to those year groups in most need e.g. coaching teaching, RWI</i> <i>Creatively looking at how to have an impact on a learning deficit</i> <i>Sustained piece of work has given sustained capacity to address the challenges of learning interruption.</i>	2, 3, 4
<i>Y1 to Y6 CPD Days for teachers</i>	Staff have benefitted from attending these courses which have helped inform their practice as well as supporting them in navigating through the varied challenges presented by COVID. <i>How do you now it has had impact?</i>	3, 4

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

Budgeted cost: £ 150 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Deputy Headteacher supporting identified children in small groups from Y3 to Y5</i>	Identified gaps in learning for children working below age related expectations in reading are directly addressed through regular weekly interventions.	1
<p>1 x HLTA in Key Stage 1</p> <p>1 x HLTA in Key Stage 2</p>	We have a highly skilled team of teaching assistants, some of whom have trained to HLTA standard. Where incidental cover is needed, we believe strongly that using adults who know our children well is key to ensuring longer term, high quality provision of teaching as well as support in class. Our HLTAs are Thrive trained and are a part of a package of support which delivers interventions on an afternoon in our Power Station to our SEND children and children working below age-related expectations across KS1 and KS2.	1, 2, 3, 4
<i>Non-class based SENDCo</i>	<p>Due to the high proportion of SEND children in our school, we have built in capacity to our SEND provision to ensure that:</p> <ul style="list-style-type: none"> <li>• Staff feel supported in their day to day needs and their CPD</li> <li>• Staff are carefully monitored and challenged where appropriate</li> <li>• All stakeholders can be fully and properly communicated with</li> <li>• Vulnerable families can be adequately supported through the Early Help Assessment process</li> <li>• Support with school in working with vulnerable families to help support attendance</li> <li>• Liaising with our school nurse to help improve attendance and general wellbeing of our pupils.</li> </ul>	ALL
<p><i>Additional TA in Nursery</i></p> <p><i>Additional TA in Reception</i></p>	The vast majority of our children enter EYFS below national expectations in Communication and Language, Person Development and Physical Development. Two apprentice TA's help to ensure that across Nursery and Reception, there is better capacity within the unit to support children in accelerating progress.	1, 2, 3, 4

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

Budgeted cost: £ 21 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School Nurse (0.5 Days)</i>	Helping with attendance and supporting families with referrals.	1, 5
<i>Breakfast Club</i>	Helps with attendance, supports our families in being able to work or fit other commitments for free childcare, ensures our children have had a breakfast before they start the day.	4, 5
<i>Y6 Residential</i>	Supporting our children in receiving high quality experiences to build confidence and self-esteem.	4
<i>School Milk</i>	Following our Poverty Proofing work in 2018 and again in 2021 we have explored ways to support our disadvantaged families with the burden of additional school costs such as uniform so that positive attitudes towards school are maintained and attendance is better supported.	4
<i>Free School Jumper</i>		4
<i>Rucksacks</i>		4

**Total budgeted cost: £ [191 000]**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

End of KS2 statutory assessments show that our disadvantaged children are broadly in line with their disadvantaged peers when compared regionally and nationally from 2018 to the most recent assessments in 2023.

**In addition:**

- In **reading**, the gap between PP and non-PP *in our school* significantly narrowed from 23% to 8% and for the third year in a row exceeded the national average for all PP children
- In **writing**, the gap between PP and non-PP *in our school* narrowed from 10% to 5% and for the third year in a row exceeded the national average for all PP children
- In **Maths**, the gap between PP and non-PP *in our school* significantly narrowed from 23% to 4% and for the second year in a row quite significantly exceeded the national average for all PP children
- Also in **Maths** the gap between our PP children and non-PP children nationally has narrowed in the following way:  
2019 → -33%      2022 → -12%      2023 → -4%

# Data Impact of Pupil Premium Spend: Statutory Assessment Outcomes

## Pupil Premium Data Analysis 2022, 2023 & 2024 Cohorts

<b>2015 (End of Reception)</b> <i>Good Level of Development</i>	<b>2018 (End of KS1)</b> <i>Combined RWM</i>	<b>2022 (End of KS2)</b> <i>Combined RWM</i>
33%	60%	59%

<b>2016 (End of Reception)</b> <i>Good Level of Development</i>	<b>2019 (End of KS1)</b> <i>Combined RWM</i>	<b>2023 (End of KS2)</b> <i>Combined RWM</i>
69%	57%	56%

<b>2017 (End of Reception)</b> <i>Good Level of Development</i>	<b>2020 (End of KS1)</b> <i>Combined RWM</i>	<b>2024 (End of KS2)</b> <i>Combined RWM</i>
50%	-	48%

Early Years Foundations Stage Profile Results: % of Pupil Premium Children Making Expected Attainment			
Year	School	North Tyneside	National
2022	42	46	49
2023	17	45	52
2024	N/A	49	52

Y1 Phonics Screening Results: % of Pupil Premium Children Making Expected Attainment			
Year	School	North Tyneside	National
2022	79	61	62
2023	65	64	67
2024	46	67	68

Y6 KS2 SATS % of Pupil Premium Children Making Expected Attainment			
Year	Reading (School)	Reading (North Tyneside)	Reading (National)
2022	65	62	61
2023	63	60	68
2024	57	64	62

Y6 KS2 SATS % of Pupil Premium Children Making Expected Attainment			
Year	Writing (School)	Writing (North Tyneside)	Writing (National)
2022	65	53	54
2023	69	58	59
2024	57	56	59

<b>Y6 KS2 SATS % of Pupil Premium Children Making Expected Attainment</b>			
<b>Year</b>	<b>GP&amp;S* (School)</b>	<b>GP&amp;S (North Tyneside)</b>	<b>GP&amp;S (National)</b>
<b>2022</b>	53	58	57
<b>2023</b>	50	59	62
<b>2024</b>	67	60	59

<b>Y6 KS2 SATS % of Pupil Premium Children Making Expected Attainment</b>			
<b>Year</b>	<b>Maths (School)</b>	<b>Maths (North Tyneside)</b>	<b>Maths (National)</b>
<b>2022</b>	65	57	55
<b>2023</b>	75	59	58
<b>2024</b>	71	59	59

*\*Grammar, Punctuation & Spelling*