

Pupil Premium Strategy Statement – Rhodes Avenue Primary School

This statement details our school's use of Pupil Premium (and Recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	696
Proportion (%) of pupil premium eligible pupils	5% (35 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2023/2024 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Maria Panayiotou-Argyrou, Headteacher
Pupil Premium lead	Jette Rayner, Assistant Headteacher
Governor / Trustee lead	Fiona Doyle, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43650 (2024/2025 financial year)
Recovery premium funding allocation this academic year	£1,269
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£44919

Part A: Pupil premium strategy plan

Statement of intent

At Rhodes Avenue, we want our children to:

Know who they are

Respect others for who they are

Never stop learning

School Values:

We will act with **cooperation** because we are a **community**.

We will use **creativity** to learn and grow.

We will show **consideration** as everyone is of equal value and importance.

Rhodes Avenue Primary School is committed to improving outcomes for our most disadvantaged children. We have a growth mindset; we believe that all pupils can achieve well and prosper, no matter their background or context. The most significant element in improving children's outcomes is the quality of teaching. That is why we invest significant time and resources in ensuring high-quality teaching and in ensuring Continuous Professional Development that prioritises pedagogy, subject knowledge and suitable adaptations for children with SEND.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

When determining the best use of Pupil Premium Grant funding the school utilises research-based interventions that are proven to have a positive impact.

Our key and long-term objectives for our Pupil Premium children are:

- To narrow the gap between disadvantaged and non-disadvantaged pupils, ensuring all PP children achieve or exceed Age-related Expectations (A.R.E.)

- To provide opportunities for Pupil Premium children to participate in and are exposed to a wide range of experiences within and outside of the curriculum, building their Cultural Capital

- To ensure support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges.

Key principles of our Pupil Premium Strategy Plan

Our offer to pupils in receipt of PP funding may (decided by the school depending on the specific need) consist of:

- A range of specific, time-limited academic interventions in English/Maths to improve attainment outcomes
- A range of specific, time-limited interventions for other areas of need, e.g. motor skills, social skills.
- Help with the cost of educational trips/visits
- Discounted prices on: PE uniform.
- Counselling to support emotional health and wellbeing

Challenges

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

Challenge number	Detail of challenge
1	<u>Attendance of Pupil Premium children.</u> Analysis of attendance and punctuality data shows that PP children have poorer attendance than their peers. PP children are also more likely to be persistently absent than their peers. Not having excellent attendance creates a significant barrier to learning.
2	<u>Emotional Wellbeing</u> Our observations indicate that the many of our disadvantaged pupils are impacted emotionally to a greater extent than their non-disadvantaged peers. Low self-esteem, poor emotional regulation and anxiety all create barriers to learning.
3	<u>Cultural Capital</u>

	Access to a wide range of experiences outside of the classroom building their Cultural Capital is limited due to financial constraints.
4	<p><u>SEND needs</u></p> <p>Analysis of our SEND register evidences that 26% of Pupil Premium pupils have identified SEND needs. 14% of Pupil Premium pupils are on SEN Support. 12% of Pupil Premium pupils have an EHCP. A high proportion of pupils on the Pupil Premium register are also on the school's shadow SEND register.</p>
5	<p><u>Speech, Language and Communication Needs</u></p> <p>Our observations indicate a rise in speech and language needs, particularly in our disadvantaged children. This is compounded by a lack of external services to support schools and long waiting times post-referral.</p>
6	<p><u>Attainment</u></p> <p>Attainment in Reading, Writing and Mathematics. Data and observations indicate a gap between Pupil Premium attainment and non-Pupil Premium attainment.</p>

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 attendance	<ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being reduced, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. the percentage of all pupils who are persistently absent reducing and the percentage figure among disadvantaged pupils reducing in line with their peers.
Improved wellbeing	<ul style="list-style-type: none"> Improved wellbeing which is supported across the school. Solid Wellbeing Offer in place. Pupil Premium children have emotional resilience and high self-esteem. Pupil Premium children are able to access learning alongside their peers. Concern data from MyConcern is proportionate. ParentGym parenting programme prioritised for Pupil Premium children.

Increased Cultural Capital opportunities	<ul style="list-style-type: none"> • Pupil Premium children provided with the opportunities to participate in experiences outside of the curriculum (led by school) • Participation opportunities are a wide range of experiences in order to provide broad Cultural Capital (led by school). • Free/low-cost opportunities outside of school are shared in order for parents to access/do together as a family.
SEND needs supported effectively	<ul style="list-style-type: none"> • Supported effectively through High Quality Teaching. • Specialist educational advice accessed promptly where needed. • Attainment gap to close between Pupil Premium SEND and Non-Pupil Premium SEND. • Prompt referrals made to services for assessments made. • Children's SEN Support Plan/EHCP targets and support are met and provision put in place. • Expected progress for SEND (4 steps) made.
SLCN needs supported and developed	<ul style="list-style-type: none"> • Children's SLCN needs are supported and developed quickly to enable them to fully access the curriculum. • SLCN interventions accessed early, e.g. TalkBoost, social skills groups. • Prompt referrals made to SLCN services for assessments made.
Attainment raised and progress accelerated.	<ul style="list-style-type: none"> • Expected progress for Pupil Premium children in line with expected progress (6 steps) for non-Pupil Premium children.

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: **£10000** (total PPG allocation)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Emotionally Based School	EEF Parental Engagement	1, 2

Avoidance (EBSA) led by psychotherapist.	EEF Self Esteem, Self-Efficacy and toolkit strategies Greater understanding by staff.	
Whole staff training on mental health and wellbeing.	EEF Parental Engagement EEF Self Esteem, Self-Efficacy and toolkit strategies Greater understanding by staff for children and themselves.	2
TalkBoost training.	One Reception, Year 1 and Year 2 NN/TA attended training. Talkboost intervention now in all year groups.	4, 5
Senior Mental Health Leader training.	Mental Health Lead attended training with National College. Website updated.	2
Mental First Aid training.		2
Healthy Schools bronze award – training and gathering evidence	Applying for Healthy Schools Award	2
Autism Education Trust (AET) Training.	Led by the Haringey Language and Autism Support (LAST) Team. Half a day training for all staff.	4, 5
Cultural Capital Lead remuneration - TLR		3
Attendance Officer remuneration.		1
Allocated time for SLT to further development and embedding of school staff wellbeing policy and in ensuring acceptable levels of teacher workload.	DFE: Teacher Recruitment and Retention Strategy.	2
Increased 1:1 support staff allocation within EHCPs		4

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

Budgeted cost: **£27693**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher for small English group in Year 6		4, 6

Additional teacher for small Maths group in Year 5		4, 6
Delivery of high quality interventions.	EEF Selecting Interventions	4, 5, 6

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

Budgeted cost: **£25850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 counselling sessions led by qualified psychotherapist or by trainee psychotherapist under supervision from lead psychotherapist.		2
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Parent/carer workshop sessions on Building Resilience in children led by psychotherapist.		2
Part/fully funded places on educational visits and residential trips to Pendarren (Year 5) and PGL (Year 6).	EEF Physical Activity EEF Arts Activity	3
Safe Spaces at lunchtime.		2
Specialist Dance Teacher in Reception		2, 3, 6

Total budgeted cost: £63543.90

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. The performance of our disadvantaged pupils exceeded expectations.

2022-2023

KS2 attainment data

	Disadva	Not Disadva
	4	86
Reading EXS	100%	94%
Reading GDS	75%	59%
Writing EXS	100%	93%
Writing GDS	50%	37%
Maths EXS	100%	98%
Maths GDS	50%	61%

KS2 Combined data – EXS+

1.2.2 Pupil Groups - RWM EXS+	All	Dis	not Dis
Number of pupils	90	4	86
School	92%	100%	92%
Haringey	67%	55%	73%
National	59%	44%	66%

KS2 Combined data - GDS

1.2.5 Pupil Groups - RWM GDS	All	Dis	not Dis
Number of pupils	90	4	86
School	32%	50%	31%
Haringey	15%	7%	19%
National	8%	3%	10%

KS2 Reading – EXS+

1.3.2 Pupil Groups - Reading EXS+	All	Dis	not Dis
Number of pupils	90	4	86
School	94%	100%	94%
Haringey	77%	67%	82%
National	73%	60%	78%

KS2 Reading – GDS

1.3.4 Pupil Groups - Reading GDS	All	Dis	not Dis
Number of pupils	90	4	86
School	60%	75%	59%
Haringey	35%	21%	41%
National	29%	18%	34%

KS2 Reading Progress

1.3.6 Pupil groups	All	Dis	Not Dis
Reading progress	3.6	3.1	3.6
Haringey	0.7	-0.4	1.3
National	0.0	-0.9	0.4
Number of pupils	89	4	85

KS2 Writing – EXS+

1.4.2 Pupil Groups - Writing EXS+	All	Dis	not Dis
Number of pupils	90	4	86
School	93%	100%	93%
Haringey	77%	68%	82%
National	71%	58%	77%

KS2 Writing – GDS

1.4.4 Pupil Groups - Writing GDS	All	Dis	not Dis
Number of pupils	90	4	86
School	38%	50%	37%
Haringey	25%	16%	30%
National	13%	7%	16%

KS2 Writing Progress

1.4.6 Pupil groups	All	Dis	Not Dis
Writing progress	3.0	5.4	2.9
Haringey	1.8	1.3	2.1
National	0.1	-0.7	0.4
Number of pupils	89	4	85

KS2 Maths EXS+

1.5.2 Pupil Groups - Maths EXS+	All	Dis	not Dis
Number of pupils	90	4	86
School	98%	100%	98%
Haringey	78%	69%	83%
National	73%	59%	79%

KS2 Maths GDS

1.5.4 Pupil Groups - Maths GDS	All	Dis	not Dis
Number of pupils	90	4	86
School	60%	50%	61%
Haringey	29%	18%	34%
National	24%	13%	28%

KS2 Maths Progress

1.5.6 Pupil groups	All	Dis	Not Dis
Maths progress	4.4	2.7	4.5
Haringey	0.8	-0.1	1.2
National	0.0	-1.1	0.5
Number of pupils	89	4	85

KS2 GPS EXS+

1.6.2 Pupil Groups - GPS EXS+	All	Dis	not Dis
Number of pupils	90	4	86
School	91%	100%	91%
Haringey	77%	68%	81%
National	72%	59%	78%

KS2 GPS GDS

1.6.4 Pupil Groups - GPS GDS	All	Dis	not Dis
Number of pupils	90	4	86
School	51%	25%	52%
Haringey	36%	24%	41%
National	30%	19%	35%

Externally provided programmes

Programme	Provider
Weekly dance lessons for Reception children	JK Dance Academy

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Rhodes Avenue Primary School does not have any children of which we are in receipt of Service Pupil Premium funding.
The impact of that spending on service pupil premium eligible pupils
n/a