

## Pupil premium strategy statement



This statement details of Radford Academy'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 impact that last year's spending of pupil premium had within our academy.

### School overview

Detail	Data
School name	Radford Academy
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	94 pupils / 45%
Academic year/years that our current pupil premium strategy plan covers	2023- 2024, 2024 2025 2025 2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Meeta Dave
Pupil premium lead	Kirsty Booth
Governor / Trustee lead	Jeanette Topping

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,865
Recovery premium funding allocation this academic year	£0
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	£149,685

## Part A: Pupil premium strategy plan

### Statement of intent

Our approach to learning, at Radford Academy aspires to academic excellence in an environment which helps all pupils develop their talents, creativity and leadership skills so that they achieve their full potential, develop positive character traits and are confident to make their mark as responsible global citizens of the future.

Some pupils at Radford Academy face a range of challenges which become barriers to them achieving academically and realising their potential as well as the academy aims. Whilst high quality teaching is paramount to pupils achieving well, there are other factors that also need to be addressed to ensure that all pupils at Radford Academy have their pastoral and cultural capital needs met, opportunities to widen their horizons and support to raise aspirations.

The academy will identify specific needs of the pupils and plan support accordingly. Currently, the points below are main barriers for disadvantaged and vulnerable pupils at Radford Academy.

Therefore our strategy aims are:

To ensure that all disadvantaged pupils make accelerated progress to close attainment gap in all subjects, between them and their peers nationally.

To develop oracy skills which enable pupils to be confident and articulate communicators.

To promote the development of positive character traits which help pupils to become resilient with a positive mind-set.

To self-regulate in order to manage emotions and behaviours.

To widen horizons and develop vocabulary in order for pupils to broaden their knowledge of the world and be able to communicate effectively to a wide range of audiences.

To provide a range of social and cultural opportunities which give pupils a good understanding of diversity and the world around them.

To give pupils the opportunity to develop their talents

To support pupils to acquire basic life skills in order for them to lead healthy mental and physical life styles.

To raise aspirations so pupils aim high, having the drive and determination to succeed in their future chosen careers.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Mobility</b> High mobility above national average. Majority of in school year admissions are pupils who are new to the country and are pupil premium pupils. Many speak little or no English. Many others are vulnerable pupils but they do not qualify for pupil premium funding.
2	<b>Attendance</b> Attendance is a continuing concern for some children. Pupils identified with attendance below national expectations or classed as persistent absentee have required additional support to address the issues which are resulting in poor attendance.
3	<b>Home Circumstances</b> A growing number of families affected by domestic abuse, drug or alcohol misuse, debt or poor housing. This also affecting mental health and well being of both the children in school and their parents.

4	<b>Parenting</b> Lack of confidence or parenting skills which result in little support from home.
5	<b>Vocabulary</b> Limited vocabulary and understanding of the wider world as pupils have little access to a range of cultural opportunities, the arts and sports which would help to develop talents and improve their comprehension and general knowledge.
6	<b>Mental Health</b> The impact on well-being, mental health and family life due to the rise in the cost of living resulting in financial poverty.
7	<b>Attainment</b> On entry pupils performance data is below national averages in most areas, with the greatest gap in speaking and listening, reading and writing.
8	<b>Self Regulation</b> Pupils who are not ready to learn in the classroom environment and engage appropriately in wider school activities because they struggle to self-regulate or manage their emotions and behaviours.
9	<b>Problem- Solving</b> Limited Pupils to engage with enquiry/ mastery based learning to help close the gap across all subjects. The gap being the widest in reading writing, fluency and phonics.

## 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
To make accelerated progress in reading and writing to close attainment gap between pupil premium pupils and their non-pupil premium peers.	The teaching of reading, phonics and writing is at least good across the academy. This includes a strong curriculum progression map. Reading and writing attainment to be at least in line with national expectations at the end of both KS1 and KS2. Assessment data shows that pupil premium pupils are making accelerated progress and the attainment gap between them and their peers has closed.
To achieve mathematical fluency in line with national, year group expectations.	Times Tables Rock Stars show weekly improvements and the time to answer questions reducing. Fluency tracker is used to identify starting points and planned to close gaps. Regular assessments show learning needs have been met and gaps have closed. Attainment gap in Maths closed between pupil premium pupils and non-pupil premium pupils. Year 4 MTC show pupils in line with national expectations.
To ensure attendance improves and is at least 95%	Attendance levels for targeted pupils improves over time to come in to line with national expectations.

<p>This will be a key target this year with an increase in pupil premium children becoming persistently absent.</p>	<p>The gap in PA between pupil premium pupils and non pupil premium pupils closes.</p> <p>The number of persistent absences decreases and PA is at least in line or lower than national.</p> <p>Weekly attendance for the whole academy is at least 95%</p>
<p>To increase number of pupil premium pupils achieving age related expectations in Reading, Writing and Maths combined.</p> <p>To close the gap with their peers within school.</p>	<p>Targeted, high impact interventions for pupils working below ARE to support them to make accelerated progress and achieve combined ARE. Half termly assessments evidence progress.</p> <p>Tracking data to show individual, accelerated progress and attainment gaps between pupil groups closing.</p> <p>End of year data shows pupil premium pupils meet age related expectations in Reading, Writing and Maths, in line with non-pupils premium peers and pupils nationally.</p>
<p>To support pupils who have experienced emotional distress or anxieties which has resulted in them not ready to learn. This includes supporting pupils and their families with their mental health and wellbeing..</p>	<p>Pupils are able to self-regulate, manage their emotions and behaviour and develop positive relationships.</p> <p>Pupils able to articulate their emotions and use a range of strategies to support them in challenging situations.</p> <p>A calm and purposeful learning environment in all classes.</p> <p>Behaviour logs show decrease in the number of incidents related unacceptable behaviour linked to emotional outbursts</p> <p>Staff implement a range of strategies which help pupils to self regulate in order to engage academically and socially.</p>
<p>To provide pupils with the support they need in order for them to feel safe and secure in school.</p>	<p>Well- being assessment tool identifies areas of concern and evidence of who the academy is addressing needs.</p> <p>Academy supports pupils' welfare through pastoral support.</p> <p>Curriculum and wider opportunities around school gives pupils the confidence to share concerns and feel safe at school.</p>
<p>To broaden horizons and give pupils a range of stimulating experiences to engage with sports, arts and culture and the wider world. .</p>	<p>Opportunities accessed by pupil premium pupils are recorded. Qualitative data shows the impact the enrichment activities have on pupil attitude to school, engagement and work ethic.</p> <p>Pupils use a greater range of technical vocabulary. This is evident in discussions and communications including written work.</p> <p>Pupils gain confidence in a range of unfamiliar settings and with different audiences.</p> <p>Pupil's general knowledge improves which has a positive impact on comprehension.</p> <p>Pupils have had the opportunity to experience a range of activities, learn new skills and develop talents which supports them to become well rounded individuals.</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: £69,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Showbie	The EEF highlights that effective use of formative assessment can identify learning gaps and be used to set learning intentions. These apps support teachers to make quick and accurate assessments and saves time in giving feedback. Effective use of feedback has shown to support pupils make accelerated progress. The use of voice notes also helps to move learning on quickly and effectively	5,6,7
Achieving excellence handwriting training for all staff.	The EEF champions small group work and states that if you take away the worry of handwriting then the children are able to write without worrying about too many things at once.	9
CPD Emotional wellbeing.	Observations have identified that some pupils suffer from a range of mental health needs including anxiety, low self esteem and behavioural issues. Support from Inclusive Education Services has identified how becoming an Emotionally Healthy School / Trauma Sensitive School, where a systematic, whole approach is implemented, the emotional development and resilience of pupils increases. The EEF suggests that social and emotional learning is key to children's success but does need to be closely monitored by the school to measure Impact.	8
Additional Part time TA in reception	The EEF has shown that small group interventions are effective in enhancing a child's self-esteem as well as academic capabilities. On entry, most pupils in Reception are well below their peers nationally in Communication and Language. Since these areas underpin all other areas of learning, it is vital that pupils are supported with as much adult intervention as possible in order to develop their language and communication, An additional trained teaching assistant will be effectively engage pupils through	7

	continuous provision and adult directed activities in order to develop language acquisition.	
Additional adult to support booster clubs Y6	<p>The EEF has shown that small group interventions are effective at enhancing a child's self-esteem as well as academic capabilities</p> <p>Monitoring, and data analysis has shown the positive impact that an additional teacher has in Year 6. The teacher can focus on a small group of targeted pupils and address learning gaps which allows the class teacher to focus on the rest of the class. This strategy has been highly effective in previous years where pupils have made 12+ months progress in 2 terms and reached ARE In SATs.</p>	6
<p>Continued Training for RWI keeping staff up to date with training</p> <p>This will also include a spelling scheme for years 2 to 6.</p>	<p>EEF states that it is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning (5+ months)</p> <p>EEF also states that studies in England have shown that disadvantaged pupils receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p>	9
Training to help develop the whole child through SMSC Well Being audit and toolkit	<p>Satchel Pulse research reports one in ten pupils suffer from depression, anxiety or another diagnosable mental health problem. 90% of school leaders have identified an increase in the number of students experiencing anxiety or stress over the last five years.</p> <p>This has been observed in school and as a result some pupils are in a highly anxious state which means they are not able to learn. This CPD and toolkit will help staff to identify areas of concern and take steps to address them. Regular monitoring will identify progress made towards targets.</p>	8
Teaching for mastery CPD	Evidence from the EEF suggests the benefits to mastery teaching and learning, if strategies are implemented correctly can be 5 months progress over one academic year. Therefore, CPD and embedding the mastery approach will be a cost effective way to ensure that all pupils have mastered	9

	key concepts before moving on to the next topic . Additional time and support planned for targeted pupils who may have missed learning, or take longer to master new knowledge and skills.	
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### Targeted academic support

Budgeted cost: £50,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support across school	<p>Through pre teaching sessions, impact sessions, interventions teaching assistants ensure that pupils are ready for their next session. This will be by taking the pupils individually or in small groups for very short sessions to address any misconceptions from the lesson that day. Intervention plans will be made by the teachers which will clearly highlight the needs of the pupil premium children as well as others within the class and support allocated where necessary.</p> <p>Where pupils need additional support, teaching assistants will spend some time with pupils before the session preparing them so that they are more confident when the session is being delivered. Teaching assistants would also share teaching videos or resources that pupils can access at home.</p>	6.7.9
The use of technology 1 I Pad per child	<p>Additional use of technology has been integrated into plans this year.</p> <p>EEF has recognised that technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. The school has purchased a range of apps which not only help to engage and motivate pupils but also have found to help accelerate progress in basic skills.</p> <p>The use of voice notes has also helped with giving direct feedback to move learning forward quickly,</p>	5,7,4
Enhanced Provision for Vulnerable pupils (additional staff cost/resources)	<p>Small group strategies to be set up with Nurture groups following a specific Curriculum looking at life skills as well as academic skills. This will allow the pupils to demonstrate good progress in a range of different ways. The EEF research shows that this enables teachers and teaching assistants to deliver concise and meaningful learning to develop the whole child alongside peers with a similar ability/</p> <p>Pupils also access Thera Play sessions, delivered by trained teaching assistants.</p>	5,8

	The Education Psychology Service reported that pupils who completed the programme enhanced / built positive attachments, developed greater self-esteem, trust in others and positive engagement in their learning.	
Times table Rockstars, Number Sense and Numbots	The range of interventions used in school have been narrowed down to the use of only those that have had the greatest impact.  Over the year progress in fluency has been evidenced as the school ranking has moved up the Nottingham schools ranking. The school is usually in the top 3 each week. Progress in each class is celebrated in assembly's each week.  This motivates the pupils and as a result teachers have observed an improvement in fluency.	7
Additional phonics sessions Fast track tutoring Pinny time	Evidence from the EEF suggests the importance of phonics for helping teach Early Reading. Additional phonics sessions will help pupils in their early stages of reading.  Teaching assistants deliver additional sessions in the afternoons for targeted pupils.  Internal assessments show the effectiveness of RWInc fast track interventions, in addition to daily phonics sessions, support pupils to make accelerated progress.	9
Small groups English interventions including handwriting and spelling	Use of precision teaching and targeted handwriting to support to help pupil premium pupils catch up to their peers. The EEF supports the uses of small group interventions when helping pupils learn. In teacher voice RWInc spellings is having a positive impact on children'e confidence to spell.	9
Shine intervention allocator as part of NTS Assessmens	Use of precision teaching and targeted handwriting to support to help pupil premium pupils catch up to their peers. This programme specifically highlights the gaps in children's learning and then alloacates them to an intervention	9

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

Budgeted cost:£20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic mentor	By supporting children in small groups or on a 1:1 basis, an academic mentor has the	5,7,8



	<p>capacity to build positive relationships with children, to help develop self confidence, work ethic and address any behaviour concerns.</p> <p>The EEF highlights a large body of evidence that shows tutoring and small-group tuition is effective, particularly when it is targeted to specific pupil needs. It can be particularly beneficial for socio-economically disadvantaged pupils.</p>	
Learning Mentor	<p>There are an increasing number of pupils who have needed support to manage their behaviour, social and emotional needs. The learning mentor has completed training as a Mental Health leader and bereavement counsellor as well as having the experience to deliver a range of interventions which help pupils to self-regulate and behave in an appropriate manner eg “No More Stinking Thinking” and 1:1 sessions which gives pupils the time and space to share their concerns and address any issues.</p> <p>Evidence has shown that the learning mentor is a valuable resources and pupils have shared that as a result of the support, they have been able to better manage their emotions and self regulate.</p> <p>Monitoring of these pupils show the positive impact in terms of their unacceptable behaviours, a decrease in the number of time outs, increased engagement in lessons, and accelerated academic progress.</p>	8
Attendance support officer	<p>Attendance has become a recent concern for the school, historically having been above national average.</p> <p>It is important for our families to have the time and support of the attendance officer to address the issues with pupils and parents in order to support them and remove the barriers that are affecting attendance.</p> <p>Raising the profile of attendance across the school has helped to motivate pupils in year group to improve. Best class attendance (over 95%) each week is rewarded and every half term 100% rewards.</p> <p>Regular information in newsletters keeps parents informed of the evidence showing the correlation of good attendance on attainment.</p>	2
Nottingham Citizens	<p>Collaborative learning as features on the EEF website has notably provided positive Impact. This is particularly clear when it comes to specifically designing tasks such as social action initiatives which encourage talk and discussion, also giving pupils the opportunity to develop their oracy skills in different contexts and with a wide range of audiences.</p>	8

	<p>Research from Department for Digital, Culture, Media and Sports showed a positive relationship between personal characteristics and social action. Findings also highlight that certain social action projects provide a friendly and welcoming space for all to participate and can be effective at nurturing a sense of belonging, especially among minorities and marginalised individuals.</p>	
<p>After school and lunchtime clubs</p>	<p>The Nuffield foundation suggests that disadvantaged pupils who attend after school clubs develop relationships based on trust. They also help pupils to gain self confidence. These opportunities aim to challenge pupils further, widen horizons, raise aspirations and give experiences that their families are unable to provide but more advantaged peers benefit from. They are then better prepared for secondary school and next stage in life, having a greater understanding of the world, arts, culture and sports.</p>	<p>5,8</p>
<p>Music Tuition</p>	<p>This provides pupils to develop a skill or further their talents in school, an opportunity they may not have at home. Various research suggests a correlation between music tuition and increased academic performance. Research from Youth Music and Ipsos MORI found that music is a powerful contributor to wellbeing. Making music makes most young people feel happy. Music helps to form friendships which in turn results in an increased sense of belonging. Those who regularly make music feel in more control of their future.</p>	<p>5</p>
<p>Uniform</p>	<p>It is important that all pupils come to the school ready to learn. No pupil should feel different because their parents cannot meet basic needs. Therefore once any issues are highlighted the school will discretely support or find other more appropriate organisations to give families the help they need.</p> <p>School will support, providing uniform, breakfast club or covering the costs of any contributions for activities or visits.</p> <p>Blazers for all Year 5 and 6 pupils are funded by the academy.</p> <p>As a result, pupils look smart, they have high self- esteem and feel a sense of belonging, and proud to be a part of the school.</p>	<p>3,4</p>
<p>ELSA</p>	<p>The EEF evidence highlights that when children engage with social and emotional learning they can be better prepared to take on challenges within their work. It also identifies that the greatest impact will be</p>	<p>8</p>

	<p>seen when these approaches are closely monitored.</p> <p>1 TA will receive training and become an ELSA ambassador.</p>	
Enrichment experiences	<p>The EEF explores the positive aspects of having a variety of enrichment opportunities for pupils to access. The EEF states that all pupils, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>Trips are subsidised to help families with additional support given when requested.</p>	5
Opera Programme	<p>The EEF suggests that participation in the arts activities can have a positive impact on academic outcomes. This provides Pupil premium pupils with an opportunity they are unlikely to access elsewhere. It widens their horizons as well as gives them an opportunity to develop their talents.</p>	5
Forest School	<p>The New Economics Foundation (NEF) evaluated two schools to highlight how they can provide learning opportunities for pupils who typically do not do as well in the classroom. Key findings from the evaluation suggests Forest Schools make a difference in the following ways:</p> <p>Confidence: pupils had the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: pupils gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the pupils's sensory experiences</p> <p>Motivation: the woodland tended to fascinate the pupils and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the pupils developed an interest in the natural surroundings and respect for the environment</p> <p>All of these skills and attributes are important for pupils at Radford to develop or develop further.</p>	5

**Total budgeted cost: £149,685**

## Review of the year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

During the 2022 – 2023 academic year the range of provisions stated in the strategy were put in place and saw a steady increase in pupil premium children achieving age related expectations in their year group. The outcomes for these groups was positive in relation to national outcomes for Pupil Premium Pupils. This is particularly positive as our internal assessments during 2021/22 indicated that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum and lower than national averages.

#### **Reception Data**

In relation to the pupils that have achieved GLD, 6/13 46% of pupil premium children achieved GLD by the end of Reception compared to 11/17 65% of non pupil premium children. Within the pupil premium group some of the children were identified as having high level needs and were supported in the enhanced provision.

#### **Key Stage 1 Data**

In the Year one phonics test – 9/13 pupils 69% passed their phonics test compared to 14/17 82% non pupil premium pupils. When comparing our results to pupil premium nationally 67% of pupil premium pupils passed the phonics test compared to 83% non pupil premium children. This shows that nationally the academy results are in line with national. The target is accelerate learning and close the phonics gap between pupil premium and non pupil premium in school.

In the Key Stage 1 SATs tests for Reading pupil premium pupils at Radford Academy scored 61% compared to 90% of non Pupil premium pupils. However numbers of pupils need to be considered in addition to the percentages. This data was created from 18 pupil premium pupils compared to only 9 non pupil premium pupils. Nationally 54% of pupil premium children passed the reading test, therefore pupil premium pupils at Radford outperformed pupil premium pupils nationally.

In writing, pupil premium pupils in Radford scored 56% compared to 90% for non Pupil premium children. Nationally 44% of pupil premium children passed the reading test, therefore again, Radford pupils outperformed pupil premium pupils nationally.

In Maths pupil premium children in Radford scored 83% compared to 90% for non Pupil premium children.. Nationally 56% of pupil premium children passed the reading test, therefore Radford pupils outperformed pupil premium pupils nationally.

In KS1 national averages for a combined score for pupil premium children was 44% compared to 50% for pupil premium pupils at Radford.

KS2 data - Nationally 60% of pupil premium pupils reached age related expectations in reading compared to 74% for Radford Academy pupils. In writing the national average was 58% for pupil premium pupils and 56% for Radford pupils. The national average for pupil premium pupils in maths was 59% at Radford 63% of pupil premium pupils reached age related expectations. 47% of Radford pupil premium pupils reached a combined age related expectations which was in line with national at 48%. Overall pupil premium pupils at Radford are in line and in some cases above the national average.

Across all year groups between 90-100% of pupil premium children made expected progress through the academic year.

Overall attendance in 2020/21 and 2021-22 was lower than in the preceding five years. This began to stabilise in 2022 – 2023. On return after COVID school closures, absence and PA among disadvantaged pupils was higher than their peers. Persistent absences have been highlighted as a target area for improvement for pupil premium pupils.

**Our Monitoring & Evaluation cycle for 2022/2023**

**Monitoring for the pupil premium pupils has been carried out through:**

- Termly governors report shared at AGB meetings
- Cohort profile for each class identifying the implementation and impact of support given to pupil premium pupils in both behavioural and academic areas. This is updated termly
- Pupil premium lead and pupil premium link governor meetings 3 times a year. Reports shared with of the governing body.
- Pupil progress dialogue meetings with all teachers to be held on a termly basis to monitor progress of target pupil premium pupils.

**Next Steps following review:**

- Align priorities of School Improvement Plan (SIP), Catch Up Funding Strategy, SEND Action Plan and Pupil Premium (PP) Strategy to ensure most efficient and effective approaches across school leading to best outcomes for pupils and families.
- With significant overlap between pupil premium pupils and pupils with SEND, consider how to maximise impact of interventions and targets set.
- Introduce and monitor the use of case studies for targeted pupil premium children, to help support them further and celebrate successes.
- Consider how to further engage pupil premium pupils with wider world issues/context and broader life experiences through an enriching and challenging curriculum, targeted interventions and school clubs/visit opportunities – cultural capital
- Look at targeted support across all year groups to help with developing writing opportunities.
- Tackle the problem of persistent absences among the pupil premium children .

**Externally provided programmes**

Programme	Provider
Achieving Excellence in handwriting	Achieving Excellence in handwriting
Shine- intervention allocator	Hodder Education

**Service pupil premium funding**

Measure	Details
N/A	N/A
N/A	N/A

## Further information

In our planning for the new strategy we started by a rigorous evaluation of the actions in the previous year and their impact.

Research evidence supported the decisions that were made in the new strategy.

Teachers played a key role in evaluating the actions and the impact and planning next steps with the pupil premium coordinator.

Over the year the teachers will be rigorously reviewing the impact of the strategies and making adjustments as necessary in order to ensure that pupil's needs are met with maximum impact on progress and attainment.

The pupil premium coordinator will be monitoring the progress of disadvantaged pupil, reviewing and adjusting actions in the strategy, scrutinising data, holding teachers to account to ensure that pupil premium pupils make good and accelerated progress and any attainment gaps between them and their peers are closed.