

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Redland Primary School
Number of pupils in school	293
Proportion (%) of pupil premium eligible pupils	63/293 (21.5%)
Academic year/years that our current pupil premium strategy plan covers	2021-2022, 2022-2023 and 2023-2024
Date this statement was published	November 2022
Date on which it has been reviewed	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Veronika Joy
Pupil premium lead	Victoria Keates
Governor / Trustee lead	Gerard Hilderly

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,315
Recovery premium funding allocation this academic year	£10,005
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	£91,320 (April 2022 – March 2023)

# Part A: Pupil premium strategy plan

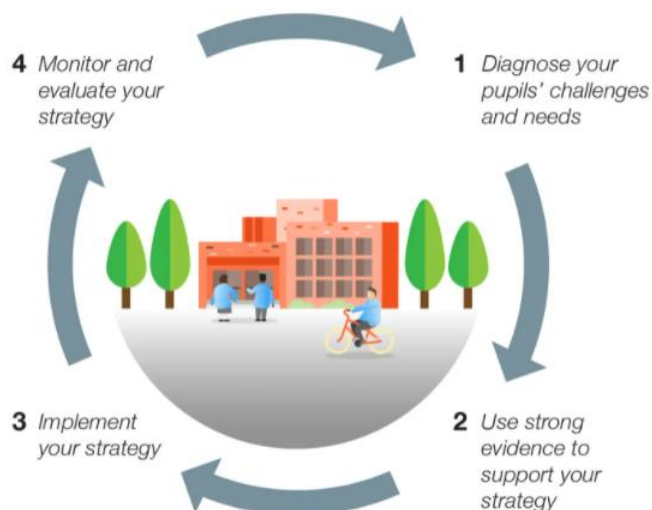
## Statement of intent

At Redland School we aim to nurture and support the needs of all our pupils. Our pupil premium strategy considers the challenges faced by our disadvantaged learners and focuses on strategies to ensure that good progress and attainment is sustained for all, including those who are already high attainers. Through our targeted approach, we aim to further narrow the gap between disadvantaged pupils and non-disadvantaged pupils.

### Our key principles:

- We plan to achieve these objectives by ensuring that our pupils receive quality first teaching and that learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all pupils receiving free school meals will be in receipt of pupil premium interventions at one time.

Our strategy plan is informed by research and by continually diagnosing pupils' challenges and needs through gathering relevant data. Our strategy plan is part of our ongoing school development and involves the following process:



(Education Endowment Foundation)

## Challenges

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

Challenge number	Detail of challenge
<b>In-school barriers</b>	
<b>A</b>	Assessments, observations, and discussions with pupils 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. Baseline assessments of previous FS2 cohorts have shown that around 25% of our disadvantaged learners met the expected standard in speaking and listening and attention, compared to 57% non-disadvantaged learners. <b>The current cohort's baseline shows that 0% of disadvantaged learners met the expected standard in speaking and listening and attention, compared to 25% of non-disadvantaged.</b>
<b>B</b>	Assessments, observations, and discussions with pupils have demonstrated gaps in learning across the curriculum for pupil premium pupils.
<b>C</b>	Assessments indicated that a significant number of disadvantaged pupils demonstrate poor spelling skills
<b>D</b>	Assessments indicated that a significant number of disadvantaged pupils demonstrate poor reading and comprehension skills.
<b>E</b>	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with securing their mental maths facts. This negatively impacts their progress in mathematics.
<b>F</b>	The low level of independence and emotional resilience of some pupil premium pupils
<b>G</b>	Parental engagement with school
<b>H</b>	Parental support at home for reading and other aspects of home learning
<b>I</b>	Attendance and punctuality of some pupil premium pupils
<b>J</b>	Lack of resources to support home learning

## Intended outcomes (Sept 2021- August 2024)

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
<b>1</b>	<p>All pupils have access to mental-health / emotional well-being support (Time to Talk / ELSA / music therapy / nurture group) to enable them to be readier for learning.</p> <p>-Measured through registers and on-going record keeping completed by ELSA and 'Time to Talk counsellor', overseen and monitored by SENCo.</p> <p><b>Linked to barrier: F</b></p>	<p>ELSAs have attended frequent training and networking opportunities, in order to keep updated with current issues. ELSAs have shared training and highlighted resources with other staff, that could be used in classes.</p> <p>School has continued to buy into 'Time to Talk'. The counsellor has worked with pupils identified by the SENCo and class teachers. <b>(No local</b></p>

		<b>counsellor available 2021/2022. Some remote sessions were offered but we felt these were inappropriate for our pupils who needed this provision. This is being reintroduced 2022/20230)</b>
<b>2</b>	<p>A 'Five to Thrive, trauma informed' approach is used across the school to support all pupils in managing their mental health and wellbeing more effectively.</p> <p>-Measured through SDP (School Development Plan) and Staff PM (Performance Management)</p> <p><b>Linked to barrier: F</b></p>	<p>All staff have received 'Five to Thrive' training</p> <p>Staff have developed an understanding of the Five to Thrive approach</p> <p>All staff have used the Five to Thrive strategies in a proactive not reactive way to support the wellbeing of pupils</p> <p>Teaching staff understand the key principles underlying emotion coaching, and emotion coaching in practice, developing an understanding of attachment</p>
<b>3</b>	<p>All pupils with identified gaps in their learning have access to interventions to support their progress in these areas.</p> <p>-Measured through tracking of end of KS data, including Phonics and Times Tables assessment. Also, through records kept by adults leading interventions, monitored by class teachers in the 1<sup>st</sup> instance and then the SENCo and DL lead.</p> <p><b>Linked to barrier: B, C, D, E</b></p>	<p>TA class hours are used to support learning in the classroom, targeted towards pupils with specific 'gaps'.</p> <p>TA class hours are used to implement interventions with specific foci, targeting pupils with specific gaps, as identified by the class teacher and/or SENCo.</p> <p>Interventions or other strategies will be put into place to improve Disadvantaged Learners' learning outcomes.</p> <p>TA hours used to support the class whilst the class teacher is leading a specific intervention with an individual or group of pupils.</p>
<b>4</b>	<p>To narrow the learning gap for Disadvantaged Learners through targeted support in class, so that progress is increasingly in line with their peer group.</p> <p>-Measured through tracking of end of KS data, including Phonics and Times Tables assessment.</p> <p><b>Linked to barrier: A, B, C, D, E</b></p>	<p>Disadvantaged Learners' progress has improved, so that an increased % are in line with that of their peers.</p> <p>Disadvantaged Learners' attainment and progress will continue to be tracked through Pupil Progress Meetings – evidence through Pupils Progress notes.</p> <p>TA hours used to support the class whilst the class teacher is working with pupils with 'gaps' in their learning.</p>

<p><b>5</b></p>	<p>Increased attendance rates for pupil premium pupils</p> <p>-Measured through attendance figures generated by SIMS.</p> <p><b>Linked to barrier: G, I</b></p>	<p>Disadvantaged Learners' attendance rates had increased by Term 3, 2021/2022.</p> <p>We will continue to monitor this and address issues if/when they arise.</p>
<p><b>6</b></p>	<p>To raise level of attainment in all aspects of Literacy, particularly reading and language skills.</p> <p>-Measure through tracking of pupils' attainment and progress, and staff PM, where appropriate.</p> <p><b>Linked to barrier: A, B, C, D</b></p>	<p>Disadvantaged Learners' levels of attainment are more in line with non-disadvantaged learners. Increased rate of progress in all areas of Literacy.</p> <p>CPD needs identified and addressed for members of the teaching staff.</p>
<p><b>7</b></p>	<p>Increase progress in mastery of maths through CPD for teaching staff.</p> <p>-Measure through tracking of pupils' attainment and progress, and staff PM, where appropriate.</p> <p><b>Linked to barrier: B, E, F</b></p>	<p>The teachers on the mastery rolling programme have engaged with Maths Mastery training with our local maths hub (Möbius).</p>
<p><b>8</b></p>	<p>Support families to engage with learning activities at home.</p> <p>-Measure through parental and pupil levels of engagement and feedback (pupil / parent voice)</p> <p><b>Linked to barrier: G, H, J</b></p>	<p>Learning library has been established and trialled. This will be rolled out in Spring 2023.</p>
<p><b>9</b></p>	<p>Increased number of PP pupils access trips and residential.</p> <p>-Measure through record of support provided (school budget reports)</p> <p><b>Linked to barrier: H, J</b></p>	<p>PP pupils have accessed extra-curricular opportunities (trips and residential)</p> <p>Funding has been made clearly available to PP pupils.</p> <p>Increased take up of funding.</p>
<p><b>10</b></p>	<p>Increased number of PP pupils access music and swimming lessons.</p> <p>-Measure through record of support provided (school budget reports)</p> <p><b>Linked to barrier: H, J</b></p>	<p>PP pupils have accessed extra-curricular opportunities (swimming and music lessons)</p> <p>There has been an increased take up of funding.</p>
<p><b>11</b></p>	<p>Disadvantaged Learners to feel like valued members of the school, and to have raised self-esteem.</p> <p>-Measured through number of Disadvantaged Learners on School Council.</p> <p>-Measured through number of Disadvantaged Learners accessing after school clubs.</p> <p><b>Linked to barrier: F, G, J</b></p>	<p>The number of school councillors who are PP has increased. (school council has not run for the last two years due to Covid so this is difficult to compare) but will restart in 2022/2023.</p> <p>Disadvantaged Learners have a positive outlook on school and all aspects of school life</p> <p>Disadvantaged Learners have aspirations relating to their learning. (Additional Pupil conferencing and questionnaire planned to be completed before Spring 2023)</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: £ 49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reducing class size in years 5 and 6 through learning groups, thus improving opportunities for effective assessment for learning and accelerating progress.	<p>Previous success in progress levels of Disadvantaged Learners attributed to smaller class size and targeted teaching in Learning Groups.</p> <p>Evidence suggests + 2 months impact. Smaller class sizes allow teachers to work more intensively with smaller groups and improves the quality and quantity of feedback the pupils receive.</p> <p>Evidence suggests +2 months impact:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	A, B, C, D and E
TA hours funded to support T&L in class	Identified gaps in learning of pupils, specifically PP pupils.	A, B, C, D and E
Five to Thrive approach remains a focus for staff development, whilst not being on the school development plan.	<p>Pupil and parent questionnaire as well as observations made by staff following school closures.</p> <p>Evidence suggests +4 months supporting social and emotional learning.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	F
Continuation of the NELI programme.	<p>Entry level and end of year data in FS2. KS1 data in Literacy, specifically in reading comprehension and writing. NELI will target pupils in EYFS. It is an intervention that improves listening, narrative and vocabulary skills.</p> <p>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:</p> <p>This 20 week programme is delivered in our FS2 classes.                      Evidence suggests +4 months impact  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p>	A, B, C and D
'Word Aware' training for FS2 and KS1 teachers to continue to be utilised.	<p>Entry level and end of year data in FS2. KS1 data in Literacy, specifically in reading comprehension and writing.</p> <p>Pupils who are behind in language development at age five are six times less likely to reach the expected standard in English at age eleven, and 11 times less likely to achieve the expected level in maths. DfE, 2017</p> <p>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. Evidence suggests +6 months impact:  <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions-eeef">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	A, B, C and D

Maths Mastery training for 3 members of the teaching staff	<p>Attainment data for Disadvantaged Learners at end of Key Stages, as well as attainment data for all pupils at end of FS2 and KS1.</p> <p>Evidence shows Mastery learning can add up to +5 months impact</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612213/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p>	E
Little Wandle letters and sounds accredited phonics scheme.	<p>Phonics Screening assessment data and national direction.</p> <p>Evidence suggests +5 months impact:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	A, B, C and D

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

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA hours funded to support pupils through intervention work to provide additional small group and one to one targeted support within class	<p>Identified gaps in learning of pupils, specifically PP pupils.</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals can have a high impact. Evidence suggests +4 months impact:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	A, B, C, D and E
TA hours funded to support pupils through work in class to support quality first teaching/	<p>Identified gaps in learning of pupils, specifically PP pupils.</p> <p>The average impact of the deployment of teaching assistants is about +4 months' progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	A, B, C, D and E
One to one volunteer reading programme (Redland Reading Programme) to raise attainment and progress in reading for vulnerable pupils across the school. (DBS checks+ admin)	<p>Many PP pupils have been identified as not having opportunities to read with adults at home.</p> <p>The average impact of one to one tuition is about +5 months' progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition-eef">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	H and J

Small group boosting in reading, writing and Maths across KS1 to Raise attainment and progress levels for vulnerable Y2 pupils.	Identified gaps in a number of disadvantaged learners attaining the expected standard at the end of KS1 Small group tuition has an average impact of four months' additional progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	A, B, C, D and E
SLT will investigate 'Soft tutoring and welcome breakfast initiative. Initial focus on support pupil attendance, moving to supporting pupils in homework and/or specific areas of learning (needs led).	One to one tuition: Evidence suggests +5 months impact. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> Small group tuition: Evidence suggests +4 months impact. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	I, F and G

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

Budgeted cost: £ 19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils have access to 'Time to Talk', 'ELSA', music therapy and 'nurture group' services.	An increasing number of Disadvantaged Learners present with emotional needs related to home life and social/communication skills. 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): <a href="#">EEF Social and Emotional Learning PDF</a>	F
Finances ring-fenced to support families in attending school, improving attendance figures (Transport and wrap around care).	The Education Endowment Foundation (EEF) evaluation of school breakfast clubs, found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools. Similarly, breakfast provision helps ensure that no child has to learn when they're hungry.	I, G
Finances ring-fenced to support families in funding equipment and uniform for school.	Providing this support during previous years, has shown that ensuring pupils are appropriately equipped for school has helped with their wellbeing and readiness to learn.	G and I
After School Clubs, Trips (including residential)	Fewer Disadvantaged Learners attend residential. Historically, pupils who are disadvantaged Learners, have required financial support from the school to enable them to attend trips. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	H and J
Finances ring-fenced to support families in accessing peripatetic music lessons, and use of instruments.	Fewer Disadvantaged Learners access additional peripatetic music lessons.	H and J
Five to Thrive approach remains a focus for staff development.	Pupil and parent questionnaire as well as observations made by staff following school closures. Evidence suggests +4 months supporting social and emotional learning.	F



	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
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**Total budgeted cost: £ 91,000**

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

Please note that this review corresponds to the Strategy Report for 2021-2022, see the separate document (available on the school website).

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### **Teaching**

All teachers and teaching assistants have received Word Aware Training. Three members of teaching staff attended 'Word Aware1: Primary' online training course. The Pupil Premium Lead then delivered this training to the teaching staff and teaching assistants. Teachers and teaching assistants fed back positively and have begun implementing strategies and resources that were shared during the training.

Two Y1 teachers attended the Number Fact Fluency Programme. The pupils in these groups are demonstrating greater confidence in Maths and have demonstrated improvements in their number fact knowledge. 60% of the 5 disadvantaged learners in this cohort met the expected standard for attainment in Maths and 80% of these pupils made expected progress in Maths.

#### **Targeted Academic Support**

##### Y2 SATS boosting

7/8 Disadvantaged learners received targeted boosting in Y2. 63% of the 8 disadvantaged learners in this cohort made expected or above progress in Writing, 63% of the 8 disadvantaged learners in this cohort made expected or above progress in writing.

##### Y4

5/13 disadvantaged learners received 15 hours of boosting for the Multiplication tables check. 6/11 disadvantaged learners achieved more than 75% on the MTC (there is not official pass mark) \*This excludes two pupils who were absent or did not take the test due to mitigating circumstances.

##### Y6 Learning Groups

NELI 2 of the 8 pupils involved in the programme were Disadvantaged Learners. These pupils have demonstrated greater confidence within the classroom and are more engaged and involved in the learning in the classroom. Both pupils have also demonstrated huge progress in their personal and social skills.

##### Redland Reading Programme

52/67 Disadvantaged Learners took part in the Redland Reading programme this year. These pupils read for 15 minutes three times per week for two or four terms. Class teachers have fed back the positive impact the programme has had on the children's reading progress, both in terms of their comprehension and fluency. The programme has also had a positive impact on the children's use and understanding on language.

### **Wider Strategies**

3 of the 12 pupils on the school council are Disadvantaged Learners.  
35/48 Disadvantaged Learners attended clubs (This excludes pupils in FS2 and Year1 who were not eligible for clubs)

<b>Strategy</b>	<b>Impact</b>
32 pupils accessed ' <b>ELSA</b> ', 14 of these were disadvantaged learners.	Teachers have reported that the pupils involved are more resilient and able to share and express thoughts and feelings. This has had a positive impact on their progress and mental wellbeing.
1 pupil had access to ' <b>Lunchtime nurture</b> ', the way in which this was implemented changed due to staff maternity leave.	
20 pupils accessed ' <b>Music therapy</b> ', 10 of these were disadvantaged learners.	
0 pupils accessed ' <b>Time to Talk</b> ', this was due to there not being a counsellor available.	
2 Disadvantaged learner accessed the <b>mentor scheme</b> in 2020/2021. Unfortunately, the mentor was unavailable after these pupils accessed due to illness.	
14 pupils accessed financial support to purchase school uniform / equipment; music lessons, food vouchers, breakfast club or afterschool club.	Pupils have attended school appropriately dressed which has supported wellbeing and readiness to learn. Pupils have access to food, supporting health and well-being. Pupils have opportunities for extra-curricular learning (music lessons) supporting well-being and additional learning opportunities.
1 pupil accessed digital devices to support home learning, of these were disadvantaged learners. Pupil Premium Attendance: 92.9%	Pupils were able to engaged positively with remote learning set buy teachers during school closures.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
NELI	Nuffield
White Rose SOW	White Rose
X Tables Rockstars TT Rockstars	X Tables Rockstars TT Rockstars
Little Wandle	Little Wandle, Letters and Sounds revisited
Five to Thrive	KCA training

## **Service pupil premium funding (£310)**

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	Targeted support in the form of ELSA and TA hours to support mental health and wellbeing.
What was the impact of that spending on service pupil premium eligible pupils?	Increased confidence and self-esteem.

## Further information (optional)

Redland School has been selected to be a 'Pupil Premium Partner School' during the academic year 2021-2022 and beyond. This will involve supporting leadership and the School Improvement Advisor to develop and strengthen schools with a vulnerable Pupil Premium profile.