

# Pupil premium strategy statement – Redland 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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	292
Proportion (%) of pupil premium eligible pupils	65, 22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	Nov 2021 (version 1)
Date on which it will be reviewed	Nov 2022, Nov 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	£96,725
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£8,265
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£104,990 (April 2023-March 2024)

# Part A: Pupil premium strategy plan

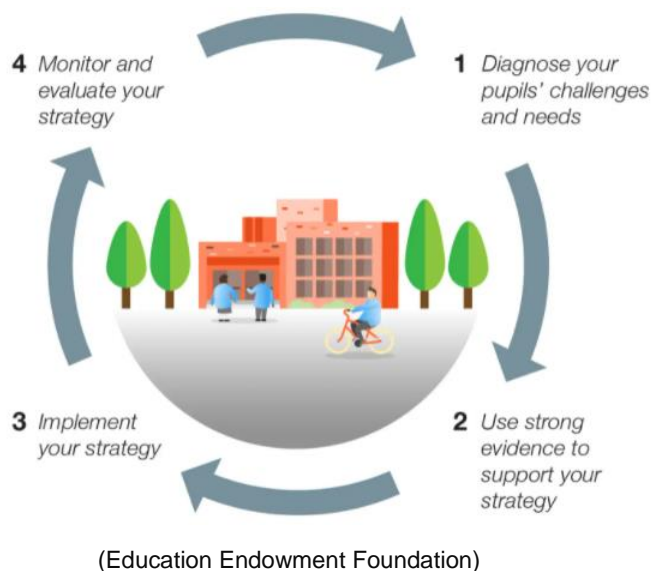
## Statement of intent

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:



## Challenges

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

Challenge number	Detail of challenge
A	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. The current cohort's baseline shows that only 20% of FS2 pupils met the expected standard in speaking and listening and attention. <b>Linked to intended outcome: 4, 6</b>
B	Assessments, observations, and discussions with pupils have demonstrated gaps in learning across the curriculum for pupil premium pupils. <b>Linked to intended outcome: 3, 4, 6, 7</b>
C	Assessments indicated that a significant number of disadvantaged pupils demonstrate poor spelling skills which in turn affects the quality of their writing and, in some cases, their attitude to writing in general. <b>Linked to intended outcome: 3, 4, 6</b>
D	Assessments indicated that a significant number of disadvantaged pupils demonstrate poor reading and comprehension skills. <b>Linked to intended outcome: 3, 4, 6</b>
E	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>Linked to intended outcome: 3, 4, 7</b>
F	The low level of independence and emotional resilience of some pupil premium pupils <b>Linked to intended outcome: 1, 2, 7, 11</b>
G	Parental engagement with school <b>Linked to intended outcome: 5, 8, 11</b>
H	Parental support at home for reading and other aspects of home learning <b>Linked to intended outcome: 8, 9, 10</b>
I	Attendance and punctuality of some pupil premium pupils <b>Linked to intended outcome: 5</b>
J	Lack of resources to support home learning <b>Linked to intended outcome: 8, 9, 10, 11</b>

## 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
1	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.  -Measured through registers and on-going record keeping completed by ELSA and 'Time to Talk counsellor', overseen and monitored by SENCo.

<p><b>2</b></p>	<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>3</b></p>	<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>4</b></p>	<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>5</b></p>	<p>Increased attendance rates for pupil premium pupils</p> <p>-Measured through attendance figures generated by SIMS.</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>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>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>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>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>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>

## 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: £53,000

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, as directed by class teacher in ways which are pertinent to the pupils / class.	Identified gaps in learning of pupils, specifically PP pupils.	A, B, C, D and E
Five to Thrive approach progressing to utilising the restorative practice training that forms part of the SDP this year.	<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,</p>	A, B, C and D

	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   EEF (educationendowmentfoundation.org.uk)</a>	
Little Wandle letters and sounds accredited phonics scheme.	Phonics Screening assessment data and national direction. Evidence suggests +5 months impact: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	A, B, C and D
Reintroduction of 'Outdoor learning' sessions.	Previous sessions in school showed evidence of pupils engaging more with their learning both in these sessions and then back in the classroom. Pupils reflected positively on these sessions, and it was felt that they had a positive impact on pupil well-being.	A and F

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

Budgeted cost: £18,900

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	Identified gaps in learning of pupils, specifically PP pupils. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. 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: <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>	A, B, C, D and E
TA hours funded to support pupils through work in class to support quality first teaching/	Identified gaps in learning of pupils, specifically PP pupils. The average impact of the deployment of teaching assistants is about +4 months' progress over the course of a year. <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>	A, B, C, D and E
One to one volunteer reading programme (Red-land Reading Programme) to raise attainment and progress in reading for vulnerable pupils across the school. <b>(DBS checks+ admin)</b>	Many PP pupils have been identified as not having opportunities to read with adults at home. The average impact of one to one tuition is about +5 months' progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	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, B, C, D and E

	<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>	
Reintroduction of Forest Schools' groups.	Previous sessions in school showed evidence of pupils engaging more with their learning both in these sessions and then back in the classroom. Pupils reflected positively on these sessions, and it was felt that they had a positive impact on pupil well-being.	A and F

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

Budgeted cost: £20,500

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. <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>	F

**Total budgeted cost: £92,400**

## Part B: Review of the previous academic year

Please note that this review corresponds to the Strategy Report for 2022-2023, see the separate document (available on the school website).

### Outcomes for disadvantaged pupils

#### Teaching

Three teachers have accessed the 'Specialist knowledge for teaching Mathematics' course with the Mobius maths hub this year. These teachers are more confident in their understand of a mastery approach and use of concrete and pictorial representation to support pupils conceptual understanding of maths. However, it was felt that the training they received from this new maths hub was not as inspiring as training received by other members of staff at the previous maths hub.

One teacher and one TA accessed EAL training from EMTAS this year. Both reported that the training has helped them to better understand how to meet the needs of EAL learners. SLT observed the class teacher and noted that the EAL children within the class were fully engaged with the learning and were being targeted and supported as appropriate.

#### Targeted Academic Support

##### Y2 SATS boosting

3 Disadvantaged learners received additional targeted boosting in Y2. 90% of the 10 disadvantaged learners in this cohort made expected or above progress in Reading, 90% of the 10 disadvantaged learners in this cohort made expected or above progress in writing. 80% of the 10 disadvantaged learners in this cohort made expected or above progress in maths.

##### Y4

All 7 of the disadvantaged learners achieved more than 80% on the MTC (there is not official pass mark) 3 of the 7 disadvantaged learners achieved 100%.

##### Y6

58% of the 12 disadvantaged learners in this cohort made expected or above progress in Reading, 58% of the 12 disadvantaged learners in this cohort made expected or above progress in GPS. 50% of the 12 disadvantaged learners in this cohort made expected or above progress in maths.

##### NELI

NELI 1 of the 6 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

40/66 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)

<u>Strategy</u>	<u>Impact</u>
36 pupils accessed 'ELSA', 15 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.
A wide range of pupils had access to 'Lunchtime nurture' as it was run as a more casual drop in this year (as a trial).	



17 pupils accessed ' <b>Music therapy</b> ', 5 of these were disadvantaged learners.	
4 pupils accessed ' <b>Time to Talk</b> ', 4 of these were disadvantaged learners.	
1 disadvantaged learner accessed the <b>mentor scheme</b> .	
108 pupils accessed financial support to purchase school uniform / equipment; music lessons, food vouchers, breakfast club or afterschool club.	<p>Pupils have attended school appropriately dressed which has supported wellbeing and readiness to learn.</p> <p>Pupils have access to food, supporting health and well-being.</p> <p>Pupils have opportunities for extra-curricular learning (music lessons) supporting well-being and additional learning opportunities.</p>

## Externally provided programmes

Programme	Provider
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
Calmer classrooms / restorative practice	Wilts behaviour support

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following</i> <b>How our service pupil premium allocation was spent last academic year</b>
NA
<b>The impact of that spending on service pupil premium eligible pupils</b>
NA

**Further information (optional)**

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