

Pupil Premium Strategy Statement 2021 / 2022 – 2024 / 2025

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Reddal Hill Primary School
Number of pupils in school	414 pupils (including 73 EYFS pupils)
Proportion (%) of pupil premium eligible pupils	26.3 % (27% including EYFS pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 / 2022 to 2024 / 2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs. A. Bashir-Pugh Headteacher
Pupil premium lead	Mrs. T. Whitehurst Assistant Headteacher / PP Champion
Governor / Trustee lead	Mr. C. Harris Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,335
Recovery premium funding allocation this academic year	£20,734
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£2,222,739

Part A: Pupil Premium and Recovery Premium Strategy Plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium and recover premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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

Challenges

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

Challenge number	Detail of challenge
1	Attainment and achievement outcomes in reading, writing and maths are below national (2019) expectations.
2	Low self-esteem, issues with emotional health and well-being.
3	Attendance and punctuality of the disadvantaged pupils do not match to that of other pupils.
4	Parental engagement of the disadvantaged pupils does not match to that of other pupils.
5	Parental aspirations of the disadvantaged pupils does not match to that of other pupils.

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
Disadvantaged pupils, on track, will be in line with national non-disadvantaged pupils in KSI and KS2	Disadvantaged pupils, on track, will be in line with national non-disadvantaged pupils in KSI and KS2
All disadvantaged pupils will make at least expected progress by the end of KS2 in reading, writing and maths.	The disadvantaged pupils in Year 6 will make at least the expected progress from their KSI data.
Pupils have an increased awareness of how they learn and are engaged in the learning process.	Pupils can name and describe the 7 dimensions of learning, gaining an equally balanced learning profile assessment.
Disadvantaged pupils have enrichment learning opportunities to build future aspirations.	Pupil participation in after school club is maintained and applicable Year 5 pupils gain their bronze award in the Children's University Programme.
Improve the attendance of all pupils including the disadvantaged.	Disadvantaged pupils' attendance will be line with non-disadvantaged pupils.
Increase parental knowledge and expertise to support their child at home.	The disadvantaged pupils in Year 6 will make at least the expected progress from their KSI data. Increased number of pupils reading at home. Parent and pupils attend after school homework club.

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: £10,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Science of Learning CPD meetings to embed quality first teaching strategies – Retrieval Practice / Effective feedback and marking / Instructional modelling / Growth mindset.	Roediger and Karpicke (Psychological Science 2006) state that well-spaced retrieval practice is one of the best ways to promote long lasting learning. Mueller and Dweck (The Journey of Personality and Social Psychology 1998) agree that a positive growth mindset leads to better academic results and achievement. Alongside this, there are associated mental health benefits such as have higher self-esteem and less symptoms of anxiety.	1

	Skipper and Douglas (British journal of Educational Psychology 2019) demonstrates the powerful impact that teachers' comments have on children. Evidence suggested that feedback plays a significant role in a pupil's learning, emotions and pupil satisfaction. The EEF state: Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk) Harry Fletcher Wood, (2017) state that novices (learners) needs clearly guided instruction to acquire knowledge and skills. Modelling is one of the most efficient modes of learning of any new skill or knowledge. (Bandura, 1986)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 102,211.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSP interventions focusing on core skills in speaking and listening, phonics, reading, spelling and maths.	EEF state that in order to support pupils who have fallen behind furthest, structured interventions, are likely to be necessary. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.	1
1:1 / small group in-class support through the deployment of additional staff.	Well-trained TAs, in structured setting with high quality support and training, can make a noticeably impact on pupil learning (EEF).	1

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

Budgeted cost: £ 74,788.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce and embed the ELLI programme (Effective Lifelong Learning Inventory) In years 3 and 4 2021 – 2022 In years 3, 4 and 5 2022- 2023 In years 3, 4, 5 and 6 2023 - 2024	The status of ELLI's 7 learning dimensions accompany a step-change in personal performance. (Graduate School of Education, University of Bristol)	1, 2, 3, 4, and 5
Partake in the EEF pilot programme: Introduce and embed the Children's University programme with Year 5 pupils 2021 – 2022. This programme will also follow this year group in 2022	In 2017, the EEF published an efficacy study of Children's University which showed a direct link between participation in Children's University and increased achievement in reading and maths. Children in Children's University schools made two additional months' progress	1, 2, 3, 4, and 5

– 2023 and be introduced to Year 5 in this academic year.	in reading and maths compared to children in the other schools (control group)	
AHT / PSA / 3 LSPs to deliver Drawing and Talking therapy to address mental health and emotional wellbeing of applicable pupils.	Drawing and Talking therapeutic technique empowers professionals to develop a proactive approach that supports the mental health and emotional wellbeing of pupils.	1, 2, 3 and 5
LSPs to deliver social stories and Lego therapy to develop social skills, including interactions, to all applicable pupils.	EEF: SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1 and 2
HLTA / LSPs to deliver nurture group, i.e. Sunshine group, and individual / paired, nurture sessions.	Group and individual therapy techniques support pupil mental health and wellbeing to enable them to engage in the learning process and achieve their academic targets.	1 and 2
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4 and 5
The school to continue subsidising residential trip to ensure all pupils have equal access.	Enable all pupils to attend a residential trip provides equal access to learning in an outdoor environment and promotes and sense of community.	1, 2, 3, 4 and 5
The school to provide free music sessions to all pupils in Year 3 (Ukulele), and woodwind and brass instrument tuition to pupils in KS2.	All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. (EEF)	1, 2, 4
The school to acquire the support of an attendance support officer (Education Attendance Solutions), to support families with attendance, punctuality and specific needs.	Poor school attendance is a significant problem in the UK and many other countries across the world. (EEF)	3
To provide a range enrichment after-school sessions, which are free to all pupils. 1 hour / session / week x 6 weeks.	After school clubs enrich learning and provide opportunities for pupils to excel and pursue an area of interest.	1, 2, 3, 4, and 5
Provide Inspire Workshops to engage parents in their pupils learning	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.	1, 4 and 5
Offer regular SEND and Parent Support Advisor drop-in sessions, to provide support for applicable parents.	Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	1, 2, 4 and 5

Provide a homework club for parents and children (EEF initiative).	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4 and 5
Provide on-line learning tools to aid parents / carers in supporting their children's learning.		1, 4 and 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4 and 5

Total budgeted cost: £ 187, 950 with £25,119 contingency fund

Part B: Review of outcomes in the previous academic year

Disadvantaged pupil progress attainment scores for last academic year

Measure	2019 – 2020 KS2 Score	2020 – 2021 KS2 Score
Reading	57%	60% (+3%)
Writing	57%	55% (-2%)
Maths	43%	45% (+2%)

Measure	2019 – 2020 Phonic Screening Score	2020 – 2021 Phonic Screening Score
Phonic Screening Score (Constant cohort)	6 out of 7 pupils = 86%	14 out of 15 pupils = 90% (+4%)

Measure	2019 – 2020 Attendance figure	2020 – 2021 Attendance figure
Attendance figures	86.15%	90.8% (+4.65%)

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020 / 21 suggested that the performance of disadvantaged pupils improved in reading and maths, however, was marginally lower in writing than in the previous year.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as teacher recorded supporting video clips.

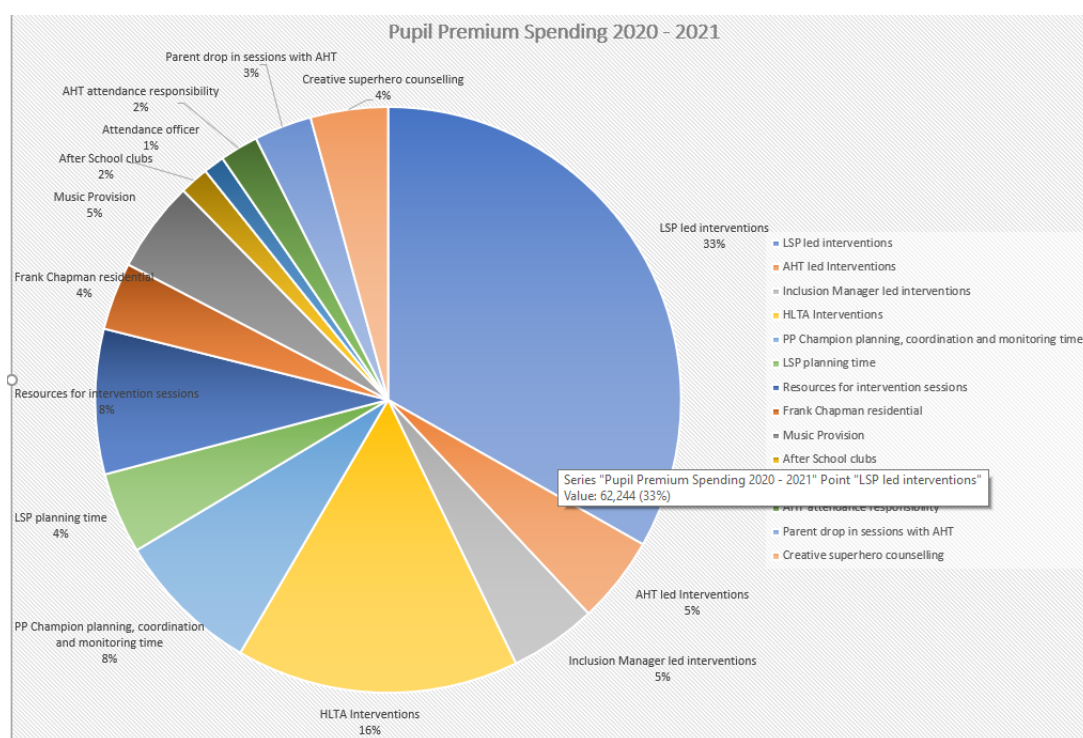
By deploying current staff and employing two additional Learning Support Practitioners, we were able to provide research-based interventions for core basic skills, such as Wellcomm for speech and language, phoneme awareness and application, reading (Inference and BR@P) and spelling (Stairway to Spelling and Sound Linkage), in accordance with the EEF. This resulted in pupils making expected or better progress and diminishing the gap. Although figures suggest that the disadvantaged pupils are still working below age-related expectation when compared to their peers, basic skills have been reinforced to support future learning.

In-service training sessions, provided all staff with an increased awareness and understanding of the 'Science of Learning' strategies. These included: Retrieval Practice, instructional modelling, cognitive overload and the memory model. As a result of these training sessions, teachers utilised ideas and 94% (summer 2021), of appraisal lessons were good or better, demonstrating effective quality first teaching.

As a school, we believed that investing in the development of reading skills, i.e. fluency and inference, were fundamental basic skills that facilitated learning in all other subjects, hence, was critical to supporting our pupils' needs. As a result, we purchased research-based training in 'BR@P' (Better Reading at Primary) for learning practitioners in KS1 and KS2 to deliver reading intervention with a focus on fluency and 'Inference' as a whole school initiative to develop comprehension skills. This training enabled staff to deliver high quality reading lessons in class and small group (guided reading) as well as individual interventions based on pupils' needs. The reading data shows a slight increase in reading percentages, despite school closures and an interrupted school year.

The consistent approach to monitoring the attendance of all pupils, including the disadvantaged pupils, has resulted in a slight improvement when compared to the academic year 2019 – 2020.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Inference Reading Programme	Anthony Whatmuff National Trainer for Inference Training
Better Reading @ Primary (BR@P)	Debbie Miles Bristol University

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activities that is not being funded by pupil premium or recovery premium. That will include:

- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activities undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, pupils and teaching staff in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of disadvantaged pupils in schools similar to ours

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy. We will continue to use it through the implementation of activities.

We have put a robust data tracking excel document that informs our evaluation framework that will be in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.