

Pupil Premium and Recovery 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	418 pupils (including 83 EYFS pupils)
Proportion (%) of pupil premium eligible pupils	32.2% (25.8% including EYFS pupils) 37.6% eligible for FSM
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 2023
Date on which it will be reviewed	July 2024
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	£219,705
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery Premium allocation this financial year	£10,948
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	£230,653

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 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 KS1 and KS2	Disadvantaged pupils, on track, will be in line with national non-disadvantaged pupils in KS1 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 KS1 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 and 6 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 KS1 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: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Science of Learning CPD meetings to embed quality first teaching strategies – e.g. 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

CPD linked to the school improvement plan	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: £140,000

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 noticeable impact on pupil learning (EEF).	1
AHT writing and maths interventions – daily.	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

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

Budgeted cost: £82,153

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 – 2025	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

Adapted target 2023 - 2024: maintain the ELLI programme with Year 3 and 4, promoting the dimensions in ALL lessons.		
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 – 2023 and be introduced to Year 5 in this academic year. 2023 – 2025 – Continue to introduce the Children's University Programme to Year 5 pupils on an annual basis. Continue to fully partake in the programme, celebrating learning outside of school, promoting the award ceremonies and collaborating with Wolverhampton University.	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 in reading and maths compared to children in the other schools (control group)	1, 2, 3, 4, and 5
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
Employ the services of a qualified therapist to address mental health and emotional wellbeing of applicable pupils.	The Government report of the Children and Young People's Mental Health and Wellbeing Taskforce recognises the crucial role that schools can play, working alongside health and community and voluntary services, in helping to support good mental health and in preventing and identifying mental health issues in children and young people. <u>Future in mind - Promoting, protecting and improving our children and young people's mental health and wellbeing (publishing.service.gov.uk)</u> The Lancet Child and Adolescent Health study found pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals. <u>The Lancet Child & Adolescent Health.</u>	1, 2, 3 and 5
LSPs to deliver social stories and Lego therapy to develop social	EEF: SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers,	1 and 2

skills, including interactions, to all applicable pupils.	family or community. <u>Social and emotional learning EEF</u> (educationendowmentfoundation.org.uk)	
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: <u>Behaviour interventions EEF</u> (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. <u>Working with Parents to Support Children's Learning EEF</u> (educationendowmentfoundation.org.uk)	1, 2, 4 and 5
Provide a homework club for parents and children (EEF initiative). ● 2023 – 2024 –Homework will provide worked examples, modelling the steps to success to guide parental understanding. Support will be offered to parents on an individual basis as required.		1, 2, 3, 4 and 5

Provide on-line learning tools to aid parents / carers in supporting their children's learning. 2023 – 2024 – Maths and English web links will be added to the website to support learning at home. Oak academy and applicable apps will be utilised.		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: £230,653

Part B: Review of outcomes in the previous academic year

Disadvantaged pupil progress attainment scores for last academic year

Measure	2019 – 2020 KS2 Score (Unvalidated)	2020 – 2021 KS2 Score (Unvalidated)	2021 – 2022 KS2 Score (Unvalidated)	2022 – 2023 KS2 Score (Validated)
Reading	57%	60% (+3%)	50% (-10%)	Percentage of pupils meeting the expected standard in reading, writing and maths = 39%
Writing	57%	55% (-2%)	53% (-2%)	
Maths	43%	45% (+2%)	33% (-12%)	

Measure	2019 – 2020 Year 1 Phonic Screening Score	2020 – 2021 Year 1 Phonic Screening Score	2021 – 2022 Year 1 Phonic Screening Score	2022 – 2023 Year 1 Phonic Screening Score
Phonic Screening Score (Constant cohort)	6 out of 7 pupils = 86%	14 out of 15 pupils = 90% (+4%)	4 out of 10 pupils = 40% (-50%)	6 out of 16 passed = 38% (-12%)

Measure	2019 – 2020 Attendance figure	2020 – 2021 Attendance figure	2021 – 2022 Attendance figure	2022 – 2023 Attendance figure
Attendance figures	86.15%	90.8% (+4.65%)	90.9% (+0.1%)	90.9%

Pupil Premium Strategy Outcomes

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

2022 - 2023	Amount
Pupil premium funding allocation this academic year	£207,750
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	£207,750

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

National statistics on the DfE website state:

'Attainment in reading has fallen compared to 2022 for both disadvantaged pupils and other pupils. For the disadvantaged group, attainment had remained the same between 2019 and 2022, and has fallen in 2023.

In reading, writing and maths (combined), 44% of disadvantaged pupils met the expected standard in 2023 compared to 66% of other pupils, a difference of 22 percentage points.'

<https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment>

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by our non-disadvantaged pupils. See the table below.

School disadvantaged combined result	School non-disadvantaged combined result	School disadvantaged combined result	National disadvantaged combined level.
39%	39%	39% (-5%)	44%

The results clearly show that our disadvantaged pupils matched the non-disadvantaged pupils within the school. Nationally, disadvantaged pupils were slightly below national targets but the progress that our pupils made was significant enough to close the gap.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that pupil behaviour, wellbeing and mental health have been significantly impacted by Covid-19 related issues and continue to do so.

As a result, Pupil Premium funding was used effectively to support wellbeing, and targeted interventions where required. We employed the services of a highly qualified child psychologist to provide weekly therapy for pupils who are experiencing emotional trauma. Drawing and Talking therapy was also offered on a consistent basis to meet the needs of our pupils. 97 pupils accessed pastoral support, 51 of these were disadvantaged (PP or FSM). This resulted in pupils feeling supported and listened to, whilst also having a positive impact on their classroom behaviour and learning.

To support our disadvantaged pupils and parents, we have continued to provide daily support, in class, for reading, writing and mathematics lessons, alongside research-based interventions for basic core skills such as:

- Wellcomm for speech and language
- Phonics - phoneme awareness and application
- Reading (Inference and BR@P), focusing on either reading fluency or inference / comprehension
- Spelling (Stairway to Spelling and Sound Linkage)

All of the interventions are in accordance with the EEF guidance. Each intervention is carefully tracked using collected data at the start and end of the scheduled support. This data has shown that pupils have made expected or better progress and started to diminish the gap. The table below identifies the number of disadvantaged pupils accessing regular interventions.

Number of disadvantaged pupils, eligible for pupil premium funding, who have received intervention or additional support

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	1/5 = 20%	4/6 = 67%	7/9 = 78%	21/22 = 95%	11/24 = 46%	12 /16 = 75%	25/31 = 81%

Spring	4/10 = 40%	4/6 = 66.7%	7/8 = 87.5%	17/22 = 77.3%	14/24 = 58.3%	8/16 = 50%	23/31 = 74.2%
Summer	4/10 = 40%	3/7 = 42.9%	7/8 = 87.5%	13/22 = 59.1%	4/24 = 16.7%	10/16 = 62.5%	6/31 = 19.4%

In-service training sessions, focusing primarily on the Science of Learning, provided all staff with an increased awareness and understanding of the quality first teaching expectations and how to implement this within the classroom.

The consistent and rigorous approach to monitoring / tracking attendance of all pupils, including the disadvantaged pupils, has resulted in a maintained attendance figure when compared to academic year 2021 – 2022.

The ELLI programme (Effective Lifelong Learning Initiative) has been successful in raising the awareness of the learning dimensions across the school and the programme has been utilised to support whole school assemblies. Appraisal observation, pupil voice and teacher feedback indicated an increased understanding of the learning dimensions, as pupils are using the appropriate language to describe their learning experience. Termly assessments have been adapted / simplified this academic year; however, as ELLI has been embedded within all elements of the curriculum the assessments are unnecessary and pupil voice is more powerful.

'It is kind of good as you can try and use it in your lessons.' (Year 3 pupil)

'It kind of helps as you can see what you are. It makes you want to do the things that they are!' (Year 4 pupil)

'It is good and the children are able to relate to the characters in teaching.' (Year 3 teacher)

Children's University has been highly successful and has been extended to include all Year 5 and 6 pupils. Award ceremonies took place, at school, in the autumn term and all Year 5 and 6 pupils visited Wolverhampton University for a summer award ceremony. Overall 62 pupils graduated with either a bronze, silver or gold awards and 2 pupils graduated with a bronze certificate (130 stamps). Of the 62 pupils, 24 of these were disadvantaged. (38.7%). This is a large increase in pupil numbers engaging in learning outside of school.

Music provision has been offered as outlined in the strategy above. All Year 3 pupils received weekly ukulele music lessons, for 1 full hour, with a peripatetic teacher, for the whole academic year. 11 disadvantaged pupils have received individual or small group music lessons, learning to play a woodwind or brass instrument, subsidised by the school and 3 disadvantaged pupils accessed Rock Steady music lessons.

Residential visits have been offered as outlined in the strategy above. All pupils in KS2 had equal access to this provision, subsidised by the school. 20 disadvantaged Year 3 / 4 pupils attended the Frank Chapman residential and 17 disadvantaged Year 5 / 6 pupils attended the Plas Gwynant residential.

Our evaluation of the above approaches indicates that pupil wellbeing and mental health is pivotal to ensure that all pupils are mentally strong and ready to learn. Following this, our priority to provide quality first teaching in every classroom is paramount, alongside high-quality interventions and mental health support.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about the planning, implementation and evaluation processes.

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

Further information (optional)

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.