



Red Hill Field Primary School

Pupil premium strategy statement

This statement details the 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
Number of pupils in school	285
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Steve Snelson Headteacher
Pupil premium lead	SENDCo and Champion for Vulnerable Children
Governor / Trustee lead	Dawn Hewes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,470
Recovery premium funding allocation this academic year	£4500
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 46, 470

Part A: Pupil premium strategy plan

Statement of intent

In our school, we pursue everyday excellence; we respect everybody and this enables us to learn and grow in harmony, resulting in academic and personal fulfilment.

We know that the quality of teaching is fundamental to the success of all pupils particularly those who are disadvantaged. As the Education Endowment Foundation (EEF) state: *Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.*

We have high expectations for all pupils in our school and recognise that children in receipt of the Pupil Premium are not a homogenous group. As a result of this, our approach to tackling disadvantage is not solely focussed on pupils with lower prior attainment. Our aim is to provide pupils with an introduction to the essential knowledge that they need to be educated citizens; to increase their cultural capital, and to be able to contribute positively to the well-being of their community and to wider society.

Our approach is research informed and the strategies we employ are supported by sound evidence of effective impact. In line with the EEF guidance, we prioritise the Pupil Premium spending on:

- High quality teaching
- Targeted academic support
- Removing non-academic barriers

Challenges

Whilst recognising that those in receipt of the Pupil Premium are not a homogenous group, these are the key challenges to achievement that we have identified among our disadvantaged pupils:

1. 42% of disadvantaged children also have identified SEND
2. As a cohort, children in receipt of the Pupil Premium achieve less well than their non-disadvantaged peers. Across the school, combined attainment for disadvantaged pupils is on average approximately 20% lower than their non-disadvantaged peers
3. Disadvantaged pupils have lower attendance than their non-disadvantaged peers (87.4% cf. 95.8% in academic year 2020/21)

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
<ul style="list-style-type: none">• Improved combined attainment (RWM) for disadvantaged pupils in all year groups	Termly data analysis and external assessments indicate that the gap between disadvantaged pupils and their non-disadvantaged peers is narrowing.
<ul style="list-style-type: none">• Gaps in learning for disadvantaged pupils are identified and addressed forensically and systematically	Termly data analysis and external assessments indicate that attainment for disadvantaged pupils is increasing
<ul style="list-style-type: none">• To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Attendance overall is above national expectations and the gap between disadvantaged pupils and their non-disadvantaged peers is halved to 4.2%

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

Budgeted cost: £18,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Collaborative Professional Development Teacher time £14,630	Evidence strongly suggests that improving teaching is the biggest factor in raising outcomes for disadvantaged pupils. We are making a significant investment in effective, evidence informed professional development EEF Guidance Report on Effective Professional Development	1, 2, 3
Purchase of, and engagement in, a range of assessment tests and tools to provide targeted support to raise the combined attainment Rising Stars £2994 (PUMA/PIRA/GPS) No More Marking £546	Strategic use of standardised and benchmarked assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct support	1, 2, 3

Targeted academic support

Budgeted cost: £13,405

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention (1:1 and small group support) with PIXL £2700	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: <ul style="list-style-type: none"> • Individualised instruction + 4 months • One-to-one tuition +5 months 	1,2,3

<p>Individual 1 to 1 support with the Nessy programme £635 Teacher and TA time to deliver £10,070</p>	<ul style="list-style-type: none"> • Metacognition & self-regulation +7 months • Small group tuition +4 months • Teaching assistant interventions +4 months 	<p>1,2,3</p>
---	--	--------------

Wider strategies

Budgeted cost: £14,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. SLT and admin staff time £2,600</p>	<p>DfE guidance informed by:</p> <ul style="list-style-type: none"> • engagement with schools who have significantly reduced their persistent absence levels • teachers' standards • Ofsted's school inspection handbook • other DfE statutory and non-statutory guidance 	<p>3</p>
<p>Support for vulnerable families and children from the Emotional Well-being and Support Assistant. This includes:</p> <ul style="list-style-type: none"> • support for school refusal, anxiety linked to school • well-being phone calls and check ins • 1:1 and small group intervention (ELSA) <p>Salary Contribution £4,695</p>	<p>Evidence from the Education Endowment Foundation Toolkit on Social and Emotional Learning + 4 months</p>	<p>1,2,3</p>
<p>Support for families and children with challenging behaviour. This includes:</p> <ul style="list-style-type: none"> • Regular communication to ensure a combined approach • 1:1 support for children 	<p>Evidence from the Education Endowment Foundation Toolkit on Behaviour interventions +4 months</p>	<p>1,2,3</p>

<ul style="list-style-type: none"> Support for teachers and support staff Salary Contribution £4,600		
Support for clubs, uniform, residential trips and wider opportunities £3,000		1,2,3

Total budgeted cost: £46,470

Review of outcomes in the previous academic year

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 was lower than non disadvantaged pupils. The impact of Covid 19 as previously stated had an impact upon these pupils. No external assessment data was completed during this academic year.

Teaching priorities for 2020 -2021

Maintain progress in Reading	Using internal school data all children made progress from their individual starting point. Isolation and bubble closures as a result of COVID 19 impacted on the progress of some pupils.
Maintain progress in Writing	Using internal school data all children made progress from their individual starting point. Isolation and bubble closures as a result of COVID 19 impacted on the progress of some pupils.
Maintain progress in Maths	Using internal school data all children made progress from their individual starting point. Isolation and bubble closures as a result of COVID 19 impacted on the progress of some pupils.
Phonics	Overall phonics score (39/44) 89% Disadvantaged (5/9) 56% Non-disadvantaged (34/35) 97%

Targeted academic support for 2020 – 2021 academic year

<p>To provide structured emotional intervention and support to ensure all children are emotionally secure and able to learn.</p>	<p>During the pandemic (lockdown) all Pupil Premium children were encouraged to attend school.</p> <p>Pupils were able to access online learning and able to continue working towards their targets.</p> <p>Parents and carers were supported by school with weekly phonecalls.</p>
<p>To ensure all children have the necessary devices to access remote education provision</p>	<p>All pupils were able to access remote learning when needed at different points in the year.</p> <p>Where necessary laptops were provided along with internet access</p>
<p>Children need to have their basic needs met before they are able to learn. Children need to continue to receive high quality teaching if they have to self-isolate or we have to move to remote education.</p>	<p>The Well Being Team alongside teachers worked extensively across the school whilst remote education was in place. Home visits and regular phone call contact was provided to ensure children were supported and maintain high quality education.</p>