

## RED HILL FIELD PUPIL PREMIUM STRATEGY STATEMENT



This statement details the school's use of pupil premium (and recovery premium for the 2023 to 2024 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	274
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Steve Snelson Executive Headteacher
Pupil premium lead	Alison Dye SENDCo and Champion for Vulnerable Children
Governor / Trustee lead	Ms K White

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45921
Recovery premium funding allocation this academic year	£3625
Pupil Premium Tutoring Funding	£0

Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	£49546

## 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:

Challenge number	Detail of challenge
1	34% of disadvantaged children at Red Hill Field 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 33% lower than their non-disadvantaged peers
3	Disadvantaged pupils have slightly lower attendance than their non-disadvantaged peers (all pupils attendance 96% disadvantaged students 94.44% in academic year 2023/24 to date)

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

<ul style="list-style-type: none"> <li>For Vulnerable PP pupils to have improved social skills and a wider circle of friends; and are able to manage their feelings in a more positive way; have improved self-esteem</li> </ul>	<p>Identified pupils demonstrate improved social skills and report a wider friendship circle. Behaviour records show decrease of incidents for identified pupils Assessment of identified pupils' social, emotional and mental health needs show improvement</p>
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### 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: £ 11,671

Activity	Evidence that supports this approach	Challenge number(s) addressed
Collaborative Professional Development Teacher time and TA time £3,406	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  <a href="#">EEF Guidance Report on Effective Professional Development</a>	1, 2, 3
Contribution to employment of a teacher and highly trained TA's to provide a small highly staffed class for target PP and SEN pupils £5,000	EEF Teaching and learning toolkit: Reducing class size increases the range of approaches a teacher can employ and the amount of attention each student will receive as the number of pupils per teacher becomes smaller. +2  TA interventions +4  <a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>	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 £2693 (PUMA/PIRA/GPS)	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

No More Marking £572		
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*Targeted academic support*

Budgeted cost: £6,960

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"> <li>• <a href="#">Individualised instruction</a> + 4 months</li> <li>• <a href="#">One-to-one tuition</a> +5 months</li> </ul>	1,2,3
Individual 1 to 1 support with the Nesy programme 1 to 1 support £635 Teacher and TA time to deliver interventions and recovery programmes £3625	<ul style="list-style-type: none"> <li>• <a href="#">Metacognition &amp; self-regulation</a> +7 months</li> <li>• <a href="#">Small group tuition</a> +4 months</li> <li>• <a href="#">Teaching assistant interventions</a> +4 months</li> <li>•</li> </ul>	1,2,3

*Wider strategies*

Budgeted cost: £30915

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. SLT and admin staff time £2,600	DfE guidance informed by: <ul style="list-style-type: none"> <li>• engagement with schools who have significantly reduced their persistent absence levels</li> <li>• <a href="#">teachers' standards</a></li> <li>• Ofsted's <a href="#">school inspection handbook</a></li> <li>• other DfE statutory and non-statutory guidance</li> </ul>	3

<p>Support for vulnerable families and children from the Emotional Wellbeing and Support Assistant. This includes:</p> <ul style="list-style-type: none"> <li>• support for school refusal, anxiety linked to school</li> <li>• well-being phone calls and check ins</li> <li>• 1:1 and small group intervention (ELSA)</li> </ul> <p>Salary Contribution £9,171</p>	<p>Evidence from the Education Endowment Foundation Toolkit on <a href="#">Social and Emotional Learning</a> + 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"> <li>• Regular communication to ensure a combined approach</li> <li>• 1:1 support for children</li> </ul> <p>Salary Contribution £12,594</p>	<p>Evidence from the Education Endowment Foundation Toolkit on <a href="#">Behaviour interventions</a> +4 months</p>	<p>1,2,3</p>
<p>Support for clubs, uniform, residential trips and wider opportunities £2,150</p>	<p>This continues to be a popular and successful intervention for our families, who have benefited from additional financial support for uniform and other activities especially during this difficult financial climate</p>	<p>1,2,3</p>
<p>Top up for wraparound care and catering/Meals for FSM pupils - £4400</p>	<p>Disadvantaged pupils needs are met and they are ensured a quality meal at school and when taking part in trips and extra curricular activities. Parents can access wraparound care while attending interviews or undertaking work.</p>	<p>1,2,3</p>

Total budgeted cost: £49,546

# 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 2022 to 2023 academic year.

## Outcomes for disadvantaged pupils

### Improved combined attainment (RWM) for disadvantaged pupils in all year groups

Pupils in all year groups accessed QFT and or targeted interventions leading to progress from their individual starting points. Disadvantaged pupils made progress from their individual starting points, some progress was measured using data and other progress was measured via SDQ and AET framework tracking.

Category	Cohort Number	Mathematics						Cohort Number	Reading						Cohort Number	Writing					
		EXS+	EXS+ Diff	EXS+ Bench	GDS	GDS Diff	GDS Bench		EXS+	EXS+ Diff	EXS+ Bench	GDS	GDS Diff	GDS Bench		EXS+	EXS+ Diff	EXS+ Bench	GDS	GDS Diff	GDS Bench
Low prior attainment	15	13.33% (2/15)	-4	34%	0.00% (0/15)	-1	1%	25	4.00% (1/25)	-8	34%	0.00% (0/25)	-1	1%	26	3.85% (1/26)	-7	28%	0.00% (0/26)	-1	1%
Middle prior attainment	40	52.50% (21/40)	-15	88%	2.50% (1/40)	-7	20%	30	63.33% (19/30)	-8	87%	6.67% (2/30)	-4	20%	29	51.72% (15/29)	-10	86%	0.00% (0/29)	-5	14%
High prior attainment		0.00% (0/0)		99%	0.00% (0/0)		68%		0.00% (0/0)		99%	0.00% (0/0)		71%		0.00% (0/0)		99%	0.00% (0/0)		61%

Category	Cohort Number	Mathematics						Cohort Number	Reading						Cohort Number	Writing					
		EXS+	EXS+ Diff	EXS+ Bench	GDS	GDS Diff	GDS Bench		EXS+	EXS+ Diff	EXS+ Bench	GDS	GDS Diff	GDS Bench		EXS+	EXS+ Diff	EXS+ Bench	GDS	GDS Diff	GDS Bench
Low prior attainment	47	31.91% (15/47)	-6	44%	0.00% (0/47)	-1	2%	42	21.43% (9/42)	-9	42%	0.00% (0/42)	-1	2%	51	13.73% (7/51)	-22	56%	0.00% (0/51)	-2	2%
Middle prior attainment	52	76.92% (40/52)	-12	100%	11.54% (6/52)	-7	24%	57	89.47% (51/57)	-6	100%	24.56% (14/57)	-1	26%	48	72.92% (35/48)	-13	100%	2.08% (1/48)	-11	23%
High prior attainment	5	100.00% (5/5)	0	100%	40.00% (2/5)	-3	100%	8	100.00% (8/8)	0	100%	75.00% (6/8)	-2	100%	5	100.00% (5/5)	0	100%	20.00% (1/5)	-4	100%

### Gaps in learning for disadvantaged pupils are identified and addressed forensically and systematically

The continued embedding and use of assessment tools such as PIRA, PUMA, no more marking and PIXL have helped staff to drill down into assessments to quickly and accurately identify and target gaps so that they can provide quality interventions to meet need. Interventions such as Wellcomm and Nessy have been embedded and impact is being monitored. ELSA support for pupils who need time to talk and nurture is embedded and impact monitored using SDQ and Boxall Profile.

**To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils**

Attendance for all pupils in 2022-2023 was 96.2% and for disadvantaged pupils was 93.7% therefore a gap of 2.5% which has closed from the previous year's gap of 4.2%.

There is also a closing of the gap in persistent absence directly influenced by the joined up working of the Pastoral team and SLT, who have drilled down data on attendance to identify barriers to attendance and worked closely with parents/carers to overcome these barriers using, phone calls home, strategies for entering school, meet and greet, access to free school meals and snacks, uniforms, access to trips and curriculum enhancements etc.



Our internal assessments during 2022/2023 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged pupils. The impact missed learning due to lockdown and Covid 19 is continuing to have an impact upon these pupils as well as barriers at home such as parental mental health and trauma.

**Teaching priorities for 2022-2023**

Maintain progress in Reading	Using internal school data all children made progress from their individual starting point.
Maintain progress in Writing	Using internal school data all children made progress from their individual starting point.
Maintain progress in Maths	Using internal school data all children made progress from their individual starting point.
Phonics	Overall phonics score 87.5% Disadvantaged 50% (1 out of 2 pupils) Non-disadvantaged 91.7%

**Targeted academic support for 2022– 2023 academic year**

To provide structured emotional intervention and support to ensure all children are emotionally secure and able to learn.	ELSA provided targeted interventions based on SDQ and Boxall profile assessments.
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Children need to have their basic needs met before they are able to learn.

The Well Being Team alongside teachers worked extensively across the school whilst remote education was in place and on return to school the ELSA provided targeted support to pupils and support and advice to parents hence the gap in attendance between disadvantaged pupils is closing.