



# Red Hill Field Primary School Pupil premium strategy statement

This statement details the school's use of pupil premium (and recovery premium for the 2022 to 2023 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	278
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	January 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Steve Snelson Headteacher
Pupil premium lead	Alison Dye SENDCo and Champion for Vulnerable Children
Governor / Trustee lead	Dawn Hewes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,240
Recovery premium funding allocation this academic year	£3,625
Pupil Premium Tutoring Funding	£4,212

Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	£41,077

## 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. 33% 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 slightly lower attendance than their non-disadvantaged peers (92.4% cf. 96.6% in academic year 2022/23 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.

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: £ 18025

Activity	Evidence that supports this approach	Challenge number(s) addressed

Collaborative Professional Development Teacher time £ 14630	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
Purchase of, and engagement in, a range of assessment tests and tools to provide targeted support to raise the combined attainment Rising Stars £2849 (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"> <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 Nessy programme £635 Teacher and TA time to deliver interventions and tutoring programme £10,070	<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> </ul>	1,2,3

## Wider strategies

Budgeted cost: £9,647

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>SLT and admin staff time £2,600</p>	<p>DfE guidance informed by:</p> <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 £4,925</p>	<p>Evidence from the Education Endowment Foundation Toolkit on <a href="#">Social and Emotional Learning</a> + 4 months</p>	1,2,3
<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>Evidence from the Education Endowment Foundation Toolkit on <a href="#">Behaviour interventions</a> +4 months</p>	1,2,3
<p>Support for clubs, uniform, residential trips and wider opportunities £2122</p>		1,2,3

**Total budgeted cost: £41,077**

# 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 2021 to 2022 academic year.

Our internal assessments during 2021/2022 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.

### Teaching priorities for 2021-2022

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% Non-disadvantaged 91.7%

### Targeted academic support for 2021– 2022 academic year

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