

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022, 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 |
|---|---|
| School name | Redhill Primary Academy |
| Number of pupils in school | 425 (exc nursery) |
| Proportion (%) of pupil premium eligible pupils | 13% or 55 pupils: 10 Pupil Premium Plus funding, 38 Pupil Premium funding and 7 Service Pupil Premium funding. |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 2022/2023 2023/2024 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | Claire Whiting |
| Pupil premium lead | Lisa Williams |
| Governor / Trustee lead | Ian Rawlings |

Funding overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £64,287 |
| Recovery premium funding allocation this academic year | £4,241.25 |
| Pupil premium funding carried forward from previous years | £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 | £68,528.25 |

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, mobility and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Safeguarding staff professional development that is frequent and high quality.
- Guaranteeing team leaders and subject leaders have adequate release time in order to monitor the curriculum offer and undertake coaching to improve the quality of teaching and learning across the school.
- Providing a non-classed based SENDco and Deputy Headteacher who can oversee the mental health and well-being provision and offer additional intervention to those in need, both through a mental health and well-being provision and an academic provision.
- Employ a pastoral mentor for two days a week whereby they can deliver specific therapeutic interventions to those who we have identified as needing this provision.
- Monitoring the key adult project in place for most vulnerable pupils.
- Allocate a teaching assistant to target year groups - providing small group work focussed on overcoming gaps in learning afternoon sessions.
- Providing training and purchasing high quality interventions.
- 1-1 support for those pupils who would benefit.
- Additional teaching and learning opportunities provided through external agencies.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve beyond age related expectations.
- Engage our vulnerable pupils in the range of opportunities open to the rest of the pupils in school by offering free extra-curricular after school club places.
- Support payment for in-school activities, educational visits and residentials, ensuring children have first-hand experiences to use in their learning in the classroom.
- Support our most vulnerable families facing challenges by funding subsidised places at our breakfast and after school club.
- Subscribe to a plethora of online resources to support the delivery of first quality teaching and to support learning at home.
- Purchase resources for those children in receipt of pupil premium funding e.g. SATs revision books etc.
- Investment into additional technology so all children have access to individual devices, including at home when needed.
- Investment in play equipment to support developing social interactions on the playground and to have enough equipment for individuals to play with.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Narrowing the attainment gap for DA pupils across the school in Reading, Writing, Maths and SPaG (T: Y5-6 in 23/24) |
| 2 | Attainment gap in DA children achieving greater depth at KS2 particularly in maths, SPaG and writing. |
| 3 | DA pupils tend to have lower attainment on entry. |
| 4 | Poor language skills for those pupils joining us in EYFS. |
| 5 | Poor mental arithmetic skills. |
| 6 | Home learning environment – parental engagement and support from home. |
| 7 | Mobility factors – children from other settings who are eligible for PP join us often lower than the expectations of their peers. |
| 8 | Attendance of some DA pupils is below what we would expect and impacting upon their learning (an SDP priority for 23/24) |
| 9 | Many DA children have also been identified as having SEN, thus increasing their vulnerability. |

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 |
|------------------------------------|---|
| Progress in Reading | Achieve national average progress scores in KS2 Reading |
| Progress in Writing | Achieve national average progress scores in KS2 Writing |
| Progress in Mathematics | Achieve national average progress scores in KS2 Maths |
| Greater Depth in writing and maths | Achieve national average for greater depth writing and maths |
| Other | Ensure attendance of disadvantaged pupils is above 95% Pupils access a wide range of enrichment experiences both in and out of school. |

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: £32,248.92

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>Ensure all lessons meet the needs of all students and engage target groups; raise expectations of staff and all pupils; TAs and other additional adults are used effectively to secure high rates of progress for all pupils.</i></p> <p><i>(Costs of external CPD, subscriptions, cost for non-teaching deputy to deliver TA and staff CPD programme and monitor provision of DA learners, SENDCo to deliver high-quality CPD and monitor provision:</i></p> <p><i>External CPD</i> £15,444.06</p> <p><i>Subscriptions</i> £6,686.86</p> <p><i>Non-teaching DHT10% equivalent FTE £5,958)</i></p> <p><i>Non-teaching SENDco 10% FTE £4,160)</i></p> | <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p> <p>EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.</p> <p>EEF Making Best Use of Teaching Assistants – Use TAs to add value to what teachers do, ensure TAs are fully prepared to fulfil their classroom role.</p> <p>EEF – digital technology – clear evidence technology approaches are beneficia for writing and maths practice.</p> <p>We will ensure that CPD continues for all staff both internally and externally to support in increasing staff subject knowledge. We will continue with subscriptions to different subject associations and online learning platforms to support planning for high-quality teaching and learning. Delivery of CPD for TAs remains a priority with weekly meetings.</p> | 1, 2, 3, 4, 5, 9 |
| <p><i>Coaching programme allowing team leaders/subject leaders to be released to support less experienced members of staff.</i></p> <p><i>(T: Phonics, Reading Fluency, Mathematical</i></p> | <p>EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.</p> <p>We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified members of staff who will support the coaching</p> | 1, 2, 3, 4, 5 and 9 |

| | | |
|--|---|-------------------------------------|
| <p><i>Fluency, AFL in Foundation Subjects)</i></p> <p><i>(Costs of release for teachers twice per half term, subject leaders in maths and English four times per half term and team leaders weekly = £11,271.84)</i></p> | <p>programme. TA CPD continues to be a high priority in school and weekly meetings support their on-going development.</p> | |
| <p><i>All DA pupils incl. LAC benefit from greater developed independent learning skills.</i></p> | <p>EEF Metacognition and Self-regulated Learning Guidance Report 2018 - Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge.</p> <p>There will be CPD opportunities planned into our agenda around self and peer assessment and metacognition.</p> | <p>1, 2, 3, 4, 5, 6, 7, 8 and 9</p> |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £57,540.51

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>Targeted intervention plans in each year group through assembly times using teachers, lunchtime reading, and afternoon interventions delivered by teaching assistants</i></p> | <p>EEF Teaching and Learning Toolkit (+4 months impact)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts we have identified that the Year 1, 2 and 3 needs support in R, W and M (very small cohorts in 2/3), Year 4 need support in W and M (very small cohort) and Y6 need</p> | <p>1, 2, 3, 4, 5, 6 and 9</p> |

| | | |
|---|--|------------------|
| | support in R, W and M. Year 5 and 6 cohorts contain the largest proportion of DA children. | |
| <i>School Led Tutoring Government grant received - 36 eligible pupils = £2,430 (at 50%)</i> | <p>EEF Teaching and Learning Toolkit (+4 months impact)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>From our experiences with this last year, we have identified that tutoring is most effective when it is outside of school hours, there is clear communication between staff, there are clear links to classroom work, there is high quality teaching and specific targeted groups.</p> | 1, 2, 3, 5 and 9 |
| | | |

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

Budgeted cost: £17,651

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>Pastoral support for those children who have barriers to learning due their emotional well-being</i></p> <p><i>(Cost of pastoral mentor 1 ½ days a week x 39 weeks £4,017)</i></p> | EEF Teaching and Learning toolkit – social and emotional learning. (+4 months impact) | 8 and 9 |
| <i>Attendance is above national average and above 95% for all DA children incl. LAC</i> | Attendance data - Pupils are in school on time each day and ready to learn. | 1, 2, 3, 4, 5 and 8 |

| | | |
|--|---|------------------|
| <i>(Cost to subsidise breakfast club - £12.50 a week per pupil, no one currently falling into this bracket, but will come into action if they do.)</i> | | |
| <i>Investment into additional technology</i> <i>(Cost for devices £4,500)</i> | To provide enough devices for children to use on a 1:1 basis. Provide laptops for DA pupils who do not have access to one at home. | 8 and 9 |
| <i>Cultural capital experiences promoted in the curriculum</i> <i>Subsidised after school clubs for PP</i> <i>Subsidised cost of trips for PP</i> <i>Subsidised residential trip costs for PP</i> <i>Sports events promoted to PP are encouraged to attend</i> <i>Outdoor learning encouraged</i> <i>(Cost of subsidised clubs, trips and residential = £9,134)</i> | <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF Life skills and enrichment Report - outdoor adventure learning shows positive benefits on academic learning and self -confidence. There is moderate evidence that outdoor adventure learning can have a positive impact on attainment.</p> | 1, 2, 3, 4 and 5 |

Total budgeted cost: £100,184.42

Part B: 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.

Data from summer term '23

| Attainment: (Disadvantaged) | (PP) | Progress: (good or better) |
|-----------------------------|-----------|----------------------------|
| Reading: 62% ARE 15% GDS | 69% / 19% | 97% |
| Writing: 56% ARE 8% GDS | 65% / 13% | 97% |
| Maths: 54% ARE 13% GDS | 63% / 15% | 98% |
| GPS: 54% ARE 10% GDS | 63% / 15% | |

Reading remains a relative strength for DA children. However, over the year, the proportion of children working at ARE and beyond in all areas has increased steadily, thus narrowing the attainment gap. These children do seem to regress each summer, with the long six week holiday, and it takes time for them to return to their pre-summer levels. Once again, the vast majority of children have made at least expected progress and a significant number have made more than expected progress over time. Writing remains a whole school target, including handwriting and spelling, and we will continue to focus on reading fluency and mental arithmetic to boost these key areas further.

Disadvantaged children continue to be the focus across school and are one part of our vulnerable groups which have a dedicated SDP target. It is difficult to consider data in each year group as the number in each sample is very small, therefore meaning each child is worth a large percentage. In the whole school, we have 48 children currently considered to be disadvantaged. It is worth noting that 18 of our disadvantaged children also have identified SEN needs, including 3 with EHCPs, adding to their vulnerability.

In reading, 62% are working at ARE and 15% are working at ARE+ across the whole school. The percentage of children at ARE has increased since autumn term, showing the positive impact of our targeted reading interventions, although the proportion at ARE+ has remained fairly consistent. This compares to 80% of children at ARE and 32% of children overall. However, nearly all of our disadvantaged children are making at least good progress, with 97% making at least expected progress over time.

In writing, 56% are working at ARE and 8% are working at ARE+ across the whole school. The percentage of children at ARE has increased since autumn term, showing the positive impact of our targeted guided writing groups, and the proportion at ARE+ has increased since the previous year. This compares to 77% of children at ARE and 21% of children overall. However, nearly all of our disadvantaged children are making good progress, with 97% making at least expected progress over time.

In maths, 54% are working at ARE and 13% are working at ARE+ across the whole school. The percentage of children at ARE has remained fairly consistent across the year, however, there has been a slight increase in the percentage of children attaining at ARE+. This compares to 83% of children at ARE and 25% of children overall. However, nearly all of our disadvantaged children are making good progress, with 98% making at least expected progress over time.

In GPS, 54% are working at ARE and 10% are working at ARE+ across the whole school. The percentage of children at ARE has increased each term and the proportion at ARE+ has also increased slightly.

Flexibility with staff has been used effectively to provide additional support for targeted year groups. In autumn 1, a teacher released from a maternity cover provided additional support in Y1, targeting our vulnerable pupils with their phonics and early maths skills. TA support has been used to support vulnerable year groups, with year 4 and year 5, our year groups with the most disadvantaged pupils.

The National Tutoring Programme, part funded by the recovery premium, was launched for targeted pupils from Years 1-6 to complete a 15-hour block of tuition in English and maths. This was provided as small group tuition, in addition to the daily maths and English lessons. This was carried out by 2 teachers and 2 teaching assistants (following certified training), with a total of 5 groups, and focused on targets and next steps identified by class teachers. Teachers have stated that children have benefited from additional support beyond the school day and that this has narrowed the gap to their peers. This was most effective when linked with work being done in the classroom, either as post teaching (by consolidating work already taught) or pre-teaching (to build confidence for classwork to come). **In reading**, 100% of children have made at least expected progress over the tutoring period with 30% making more than expected progress. **In writing**, 96% of children have made at least expected progress over the tutoring period with 39% making more than expected progress. **In maths**, 100% of children have made at least expected progress over the tutoring period with 39% making more than expected progress. **In GPS**, 96% of children have made at least expected progress over the tutoring period with 17% making more than expected progress.

Regular in house and external CPD for all staff was carried out to ensure that they keep abreast of changes to the curriculum and expectations, so that the needs of all pupils can be met. This is always carefully linked to the SDP and staff priorities.

Coaching is also used to support staff within the classroom setting; this includes both teachers and TAs/SSAs.

Non-Class Based SENDCo supported and advised staff, ensuring all support staff have the appropriate CPD to meet the needs of the intervention they provide. Termly meetings are held with each class teacher to support the planning of additional support and setting of key targets.

PP lead teacher met termly with all class teachers to discuss the provision provided for DA children, identifying strengths and areas for development. Provision is provided for all children working below ARE or not making expected progress over time. Also, they spent time talking with pupils about their work and thoughts about school in general.

Additional teacher time (curriculum lead and SENDco) co-ordinated the work of all teaching assistants supporting children. Also, they monitored the progress children are making and worked with teachers to devise programmes of work when children are not making progress.

Teaching assistants - Additional support time was spent in class to enable teachers to work with groups of children who are underachieving. Flexible grouping to meet all children's needs, regardless of ability. Groupings are regularly reviewed, based on pre assessments and cold writes, at least every six weeks. Additional adults working with all ability groups to ensure that effective and constructive feedback is given during and at the end of the lesson. This gives pupils time to improve work during the main part of the lesson.

Interventions - Targeted intervention supported pupils who require gross and fine motor skill support. Targeted intervention for pupils who required speech and language support. Additional support staff employed in order to work with small groups or individuals ensured that there was targeted intervention in all core areas. Interventions consisted of Nuffield Early Language Intervention, Contrastive Pairs, Black Sheep Narrative, Beat Dyslexia, Toe by Toe, Colourful Semantics, Plus 1, Power of Two, and specific teacher designed interventions covering individual needs. 1:1 tuition in reading employed for bottom 20% of pupils and the National Tutoring Programme carried out for the most vulnerable pupils in Y1-Y6, with additional booster work provided for Y6 in the run up to SATS.

A pastoral mentor employed for 1 ½ days for pupils who were identified as needing additional support for managing anger, managing feelings and developing relationships. Pupils had 20-minute sessions x1 per week with extra work provided by the class TA as and when needed. Pupil need was assessed half-termly as part of intervention review. In addition, the pastoral mentor opens the pastoral room (Pembrokeshire Sunshine Room) during break times and lunchtimes. This provides a safe, quiet space for children during these times and an opportunity to talk if needed.

Key adult project in place for most vulnerable pupils. Building relationships with a key adult in school who supports them primarily with social and emotional needs but can also support access to learning. Staff new to this have been supported in understanding the purpose and importance of this work.

Subsidised educational visits to provide real contexts for learning and widen experiences.

The cost of Breakfast Club and After School Club subsidised, to ensure that pupils in receipt of PPG have a good breakfast and attend school on time on a daily basis, and to ensure they have wrap around care where needed. This has also been used to support children accessing tutoring by offering before/after school provision for siblings.

Aberdovey Outdoor Education (Y6), Isle of Wight (Y4) and Kingswood Residential (Y2) - actively engaged pupils in outdoor learning opportunities with experienced instructors. Pupils linked learning in the classroom with the outdoors. Pupils in Y3 have had Forest School sessions with the lead member of staff to develop their outdoor learning further. Nursery, EYFS and Y1 also make regular use of the forest school area to enhance their learning experiences.

Extra-curricular after school clubs and trips were free to children in receipt of PPG funding to ensure these pupils have the same opportunities as their peers.

Purchased devices are available for children who do not have access to online learning (eg: for online homework and resources).

Purchasing of uniform for children where it is needed, including coats for winter weather.

Purchasing of lunchboxes to be used across school, particularly for those in receipt of FSM, for use on trips/visits to avoid children needing to carry a paper bag.

Tracking of Absence – monitoring weekly for children who are of concern (less than 90%), monitoring monthly for all children completed by admin and headteacher, termly by PP lead in conjunction with class teachers. Follow up of attendance issues for all children of concern is effective and completed by a member of the office team and logs are kept for on-going concerns. Meetings are arranged with parents where needed to encourage positive relationships between home and school and to aim to increase attendance for target children.

The national disadvantaged attainment gap has increased over time since pre-covid. In order to support schools in reducing this gap, the DfE have once again allocated all schools funds to embed tutoring. Strong evidence from The Education Endowment Foundation suggests that the model of targeted, academic support, through highly

trained tutors working with small groups and individuals, can make a difference to academic progress that can be expressed in months. Redhill Primary Academy has been allocated a total of £2430 to deliver targeted academic support for Year 1 to Year 6 pupils eligible for the pupil premium grant. Our chosen route for spending these funds will continue to be through school-led tutoring. We feel that our staff know our children's needs best and can support their progress through high-quality tutoring in an incisive and targeted way. This academic year, we have one qualified teacher, one HLTA and three teaching assistants who will be delivering tutoring. All staff, apart from the qualified teacher, have completed the government's mandatory training already. This means we can maximise the sessions help this school year by starting in mid-September. The tutoring sessions will take place before and after school, to ensure that children completing the tutoring programme are still accessing their full curriculum offer during the school day and that our additional tutoring complement the current class curriculum.

We have reflected on the impact of our school-led tutoring programme from last year, 2022-2023, and have continued to ensure that tutor led groups are small to maximise learning opportunities. We are ensuring tutors are best placed to meet children's needs by using tutors with their target year groups, targeting PP children and other vulnerable children as necessary (eg: those with SEN). Teachers have thought carefully about selecting children to ensure their academic needs are as closely matched as possible to make the groups as beneficial for all as possible. Tutors will continue to communicate closely with teachers to ensure that pre and post tutoring of the school curriculum can benefit these children and ensure they make accelerated progress.

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 |
|--|-------------------------|
| Times Tables Rock Stars | Maths Circle Limited |
| Numbots | Maths Circle Limited |
| White Rose Maths | Trinity MAT |
| My Maths | Oxford University Press |
| Maths Frame | Maths Frame |
| School Library Service (including Curriculum Visions) | Shropshire Council |
| BBC Bitesize Resources | BBC Website |
| Literacy Shed+ | Ed Shed |

| | |
|---------------------------|-----------------------------------|
| Oddizzi | Oddizzi |
| Primary Languages Network | Primary Languages Network Ltd |
| Testbase | AQA |
| Clicker 8 | Crick Software |
| ARC | The Attachment Research Community |

Glossary of Terms

ARE – age related expectation

CiC – children in care also referred to as looked after children

CPD – continued professional development

DA – disadvantaged pupils, an umbrella term used for pupils in receipt of additional funding: free school meals, looked after children, previously looked after children, service children.

EAL – English as an additional language

EYFS – early years foundation stage

FSM – free school meals

GDS – greater depth standard (working above age related expectation)

KS1 – key stage one

KS2 – key stage two

LAC – looked after children also referred to as children in care

PD – professional development

PP – pupil premium, those in receipt of FSM

SEN – special educational needs

SENDCo – special educational needs co-ordinator

SPaG – spelling, punctuation and grammar

TA – teaching assistants