

Pupil premium strategy statement – Redwell Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	628
Proportion (%) of pupil premium eligible pupils	11.8% (74 ch November 23)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2023/2024 to 2025/2026
Date this statement was published	November 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Mrs Claire Head, Principal
Pupil premium lead	Mrs Sara Nimmo, Assistant Principal
Governor / Trustee lead	Mrs Amy Patterson (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,561
Recovery premium funding allocation this academic year	£9,280
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£104,841

Part A: Pupil premium strategy plan

Statement of intent

Redwell Primary School is a high attaining values led school and is situated on the northern edge of Wellingborough.

Our mission statement, 'Be the best you can be' encapsulates our offer as a school. We believe that all children, regardless of their backgrounds, should be entitled to an education that provides them with opportunities to achieve their full potential.

We are currently in the process of improving our outdoor offer which will include a new pond area as well as multiple other outdoor learning zones to enhance our curriculum. This work will support all children, especially those who are disadvantaged as it will enable staff to learn new skills through quality CPD and ultimately provide real life learning experiences for the children.

We have recently re-established and relaunched our parent body: Friends of Redwell Primary School (FoRPS) to continue to develop and grow our links with the local community. We engage in a range of activities in the community, including singing at the local shops/nursing home at Christmas, local church events throughout the year and offering a Christmas Fayre. We also work closely with Northampton Town Football Club to provide extra curricula activities as well as mentor support for improving resilience and learning behaviours.

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 strategy is to support disadvantaged pupils to achieve that goal, including challenge and 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. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We have taken into consideration the experiences of disadvantaged pupils and have allocated funding to ensure that we provide these curriculum enhancements for the pupils. Cultural Capital has been considered within the planning of the strategy statement, which has captured the pupil voice to ensure we provide enhancements that are relevant for our pupils.

Quality First Teaching (QFT) is at the heart of our approach, including providing relevant and robust Continual Professional Development (CPD) for staff to ensure they are best equipped with up to date knowledge and expertise to create the best possible learning environment for all pupils. 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. Within this strategy, we have also focused resources on the wellbeing of the disadvantaged children to address the identified areas of need – with an increased number of pupils requiring wellbeing and mental health support we have implemented a dedicated Pastoral Team to support specific needs.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for those pupils who are not in line with their peers.

Our 2023 end of KS2 SATS outcomes, KS1 SATS and Y1 Phonics Screening results showed the impact of our ongoing work for every child, which was supported by our Pupil Premium funding. For 2023-24 we aim to see the impact of our work continue and hope to see an increase in the numbers of pupils achieving greater depth across the school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils achieve their full potential. To ensure they are effective we will:

- Ensure that training and development is carefully planned for every member of staff, relevant to their role, ensuring everyone is equipped to do the best they can for every child.
- Ensure that QFT is effective through a mentoring and coaching approach.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Monitor the impact for the Pastoral Team on the wellbeing of disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Curriculum Outcomes</p> <p>Assessments and observations show that there are gaps in attainment across all core subjects between disadvantaged and non-disadvantaged children. The widest gap being in maths with a 12.6% difference at the end of Summer 2023. This is closely followed by writing with an 11.6% difference in attainment.</p>
2	<p>Reading and Oracy</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>Underdeveloped oral language skills and vocabulary gaps are evident among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. These gaps grow as children move through school. Widening from just a few months aged six, to five years' difference by the age of 14.</p>
3	<p>Lateness and absence</p> <p>21.87% of disadvantaged children have arrived late to school in Autumn term, equating to a total of 14 hours of lost learning time across the school. There is a 2.5% percent difference in attendance between disadvantaged and non-disadvantaged children.</p>
4	<p>Wider aspirations, enrichment and wellbeing</p> <p>Pupil voice indicated that children are uncertain of their future aspirations and goals. The UK Parliament states that from the mid-2030s, workers in their 20s will have lower skills than they would otherwise have. For the next 50 years, this has the potential to affect a quarter of the entire workforce and disadvantaged students are particularly at risk of falling into poverty. (UK Parliament)</p>
5	<p>Assessments</p> <p>Assessments and observations show that there are gaps in attainment across all core subjects between disadvantaged and non-disadvantaged children. The widest gap being in maths with a 12.6% difference at the end of Summer 2023. This is closely followed by writing with an 11.6% difference in attainment. In Year 4 when the Statutory Multiplication check happens, there was a gap of 14.2% in mathematics attainment. In year 6, there was a 13.1% difference in the combined attainment at the end of KS2.</p>

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
<p>Improved attainment in the core subject areas by Summer '24 (Maths, Writing and Reading), will show a decrease in the gap between Disadvantaged and non-disadvantaged children.</p> <p>Link to SDP: Priority 1: To continue to ensure the standards for the school are above National for key areas.</p> <p>Priority 3: To continue to develop a curriculum which fulfils our new vision.</p>	<ul style="list-style-type: none"> • Continue to provide quality CPD through weekly staff training for all teaching staff, ensuring key training is also shared with support staff. • Continue to monitor the teaching of phonics to ensure outcomes are in line with or above national • Teaching staff to focus on self-improvement through their appraisal targets to improve QFT so that 90% of teaching is at least good. • Continue to improve quality of writing with a focus on the 'place value' of grammar and through an increase in high quality shared writing opportunities. • Continue to improve outcomes in Maths (end of KS2 focus) with a focus on number sense and arithmetic. • Continue to develop curriculum enhancements in EYFS through the Early Excellence approach to maintain our high-quality curriculum offer • NTP will be used to support Years 4 and 5 in the Summer term in preparation • Greater depth Writing course to be attended by NCC moderators and feedback to staff to support the moderation of writing. • Brilliant Book Bags to continue for disadvantaged children to increased their love of reading with high quality texts • Whole school Storytelling Week will provide reading and writing opportunities with an author visit to inspire the children • PiXL RSL to work closely with year groups to support the use of therapies to close the gaps in learning throughout the year
<p>Improved confidence speaking and listening amongst disadvantaged children.</p> <p>Link to SDP: Priority 3: To continue to develop a curriculum which fulfils our new vision.</p>	<ul style="list-style-type: none"> • Debate club to be set up for disadvantaged children to support their speaking and listening skills • Support for EYFS parents will be available on the school website • Pupil voice will be used regularly to capture children's speaking abilities. • Reading meets will happen termly to support the idea of book talk • Reading lessons will allow opportunities for book talk to continue • All lessons will provide opportunities for children to share ideas and discuss their opinions • Debates will be introduced to the curriculum across KS2 classes from Spring 2024
<p>To achieve higher levels of wellbeing and improve future aspirations for disadvantaged children and provide them with life skills and experiences.</p> <p>Link to SDP: Priority 3: To continue to develop a curriculum which fulfils our new vision.</p>	<ul style="list-style-type: none"> • Provide families with PP cards to support the purchasing of uniform, internal clubs, external clubs and trips. • Provide a wide range of clubs across the academic year for all children to attend. • Hold a future aspirations day with real business men and women to inspire all children and support future life goals • Run an lifestyles group in the Summer term for disadvantaged children and their families. KS2 children to attend. • Continue to provide inspiring visits and trips for children – specific disadvantaged group visits to supplement learning in foundation subjects will be provided. • Continue to build links with the local community through events and experiences. • Continue to monitor wellbeing in children through the new school wellbeing programme ran by ZC.

	<ul style="list-style-type: none"> • Monitor trends in the wellbeing data for disadvantaged children and provide opportunities for discussion around this • Continue to build relationships with parents to encourage discussions around mental health and wellbeing. • As a school, continue to provide the PawsB programme and maintain the use of regulation stations to support regulation of emotions. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils will be seen.
<p>To achieve and sustain improved results for all children, especially disadvantaged children in all statutory assessments.</p> <p>Link to SDP: Priority 1: To continue to ensure the standards for the school are above National for key areas.</p>	<ul style="list-style-type: none"> • Quality First Teaching to be monitored across all year groups to support outcomes • Boosters to be implemented in Year 6 and in other year groups if necessary • Easter holiday boosters for Year 6 implemented with a focus on disadvantaged children • CGP study/revision guides bought for all disadvantaged children in years 2 and 6 • National Tutoring programme used to support Year 6 until May, Year 4 for Multiplication check and then year 5 children in preparation for year 6 • Brilliant Book Bags to support the attainment of reading. • Monitoring of teaching and learning by subject leaders and SLT will help to ensure quality first teaching is evident.
<p>To achieve and sustain improved lateness for all pupils, particularly our disadvantaged pupils.</p> <p>Link to SDP</p> <p>Priority 2: To improve low level behaviour across the school and ensure the new values are embedded.</p>	<ul style="list-style-type: none"> • Sustained high attendance by 2024/25 demonstrated by: • the overall lateness levels for all children will decrease and learning time lost will decrease by 25% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • Breakfast Brains club to be rolled out in spring term with opportunities for children to attend, have breakfast, complete their homework and socialise. • Provide alternate breakfast clubs on other days for disadvantaged children to encourage punctuality.

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: **£65,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum via debates. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1,2
Set up a debate club in school for children to participate in after school during the Spring Term.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	2
Continue to monitor phonics teaching and learning and ensure training is up to date.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1,2,5
Greater Depth writing training for KS1 and KS2 to support higher attaining children to achieve their full potential.	In October 2020, an assessment of 112,000 children's writing skills by No More Marking suggested that new Year 7 students were 22 months behind where they should be (Christodolou, 2020), (National Literacy Trust) https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching High-quality teaching EEF (educationendowmentfoundation.org.uk) The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1,5

<ul style="list-style-type: none"> • Pastoral support worker in place to deliver interventions to support academic and SEMH needs. • SEMH intervention to be implemented by pastoral team to support children becoming independent learner and supporting the ability to regulate emotions/behavior • SEMH training for staff to support effective delivery of targeted intervention • Pastoral support available during lunchtimes to support vulnerable learners to develop skills to reintegrate back to the playground independently • Access to Trust SALT to support increasing numbers of pupils with S&L communication needs 	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	3,4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 5,641

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>National Tutoring Programme in place for Year 6 children who are working towards National Expectations.</p>	<p>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1,5
<p>Engaging with the National Tutoring Programme to provide tutoring for children in years 4 and 5 in the Summer Term.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1,5

<p>Bounce resilience programme to be implemented across all year groups to support resilience in children – directed by the Trust lead in wellbeing. Member of staff trained to be Wellbeing lead across the school to support staff and children.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk) Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>4</p>
<p>Fixing the Full Stops interventions to run for children who are working below age expected range for writing.</p>	<p>+4 months Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Reading Buddies introduced to provide peer support for reading across the school.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Tonies Boxes purchased to support EAL and SEND children in developing their speech and language.</p>	<p>The distinction between BICS and CALP, first proposed by Cummins (1979)⁴ was later elaborated into a new model of communicative proficiency, which analyses communication along two dimensions: the first one refers to the amount of contextual support that is available; and the other one refers to the range of cognitive demands that are involved in communicative tasks.</p> <div data-bbox="563 981 1201 1406" style="border: 1px solid black; padding: 10px; text-align: center;"> </div>	

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

Budgeted cost: **£34,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>'Breakfast Brains' club to be set up to support attendance and homework completion.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk) Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages. The evidence suggests that three areas are particularly worth focusing on: • supporting</p>	<p>3,4</p>

	<p>parents to have high academic expectations for their children; • developing and maintaining communication with parents about school activities and schoolwork; and • promoting the development of reading habits. New guidance report published: Working with Parents to Support... EEF</p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. Broader evidence suggests that homework should not be used as a punishment or penalty for poor performance. (EEF)</p> <p>Before the pandemic, 1.7 million children were at risk of hunger in the UK (Department for Work and Pension). As if that were not bad enough, by early 2022 this number had risen to 2.7 million before rocketing still further to 4 million in September 2022 (The Food Foundation). That's one in four children who don't have enough to eat. (Magicbreakfast.com)</p> <p>By the time a child leaves primary school, the effect of repeatedly going to school hungry is like having missed 9 months of lessons (Education Policy Institute).</p> <p>Our schools tell us that breakfast improves attendance, punctuality, behaviour, wellbeing and social skills. Magic Breakfast Partner School Survey 2022: Our year in numbers Magic Breakfast.</p>	
<p>PP 'book gifting' project increasing children's access to high quality books to have at home (matched to interests)</p>	<p>1 in 8 of the nation's most disadvantaged children say they don't have a book of their own at home, according to new research we have published today.</p> <p>Further analysis reveals that a staggering three-quarters of a million (770,129) UK school children don't own a book. Of these children, those who receive free school meals, boys of all ages and teenagers are the most likely to say they have no books of their own at home.</p> <p>The research report, Book ownership and reading outcomes, found that children who own a book are 15 times more likely to read above the level expected for their age and are four times less likely to read below the expected level.</p> <p>1 in 8 disadvantaged children in the UK don't own a single book National Literacy Trust</p>	<p>2</p>

<p>Support families to access School uniform, school trips and extra-curricular activities to develop sense of belonging and social skills (PPF cards)</p> <p>Access to extra-curricular activities through our before and after-school provider and/or music tuition (PPF Card)</p> <p>Access to all school trips to enhance curriculum experience (PPF Card)</p> <p>Access to Uniform (up to £100) to enhance sense of belonging (PPF Card)</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Trips into the local community to aid life skills, increase self-belief and build new friendships.</p>	<p>Senior leaders in schools with the most disadvantaged intakes were the most likely to report having to cut back on trips and outings, at 68% in the fifth of schools with the highest proportion of students eligible for free school meals, compared to 44% in the fifth of schools with the least eligible pupils. 94%</p> <p>The proportion of employers who say that life skills are as important as academic results for the success of young people.</p> <p>School Funding and Pupil Premium 2023 - Sutton Trust</p>	<p>4</p>
<p>Aid transition into secondary school by providing funds to Year 6 pupils to buy stationery for secondary school. Provide revision guides for children who are in years 2 and 6 to support statutory and non-statutory assessments.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</p>	<p>1,4</p>

Total budgeted cost: £99,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- To improve outcomes for disadvantaged pupils through our well-rounded curriculum offer, access to relevant resources to support individual pupils and continued high quality CPD for staff to improve the QFT and pedagogical knowledge of teaching staff.

Link to SDP:

- To improve the attainment of phonics in Year 1.
 - To improve the attainment and progress of all pupils in writing
 - To improve learning in the EYFS setting to ensure all children have access to an engaging and purposeful environment.
- To continue to embed the maths mastery approach across the school.

- Implement CPD for teaching and non-teaching staff to improve the quality of Phonics teaching.
- Teaching staff to focus on self-improvement to improve QFT so that 90% of teaching is at least good.
- CPD delivered to staff to support the teaching of maths from the Trust maths lead and school maths team. This provided staff with expert knowledge and pedagogy to best support their teaching.*
- To improve quality of writing with a focus on the 'place value' of grammar and through an increase in high quality shared writing opportunities.
 - Writing data at the end of Sumer 23 was 3.1% higher than Summer 2 for children achieving EXS+*
 - 53.2% of PP children achieved EXS+*
- Improving engagement of disadvantaged pupils in maths through providing a resource bank for home to promote enjoyment.
- Improving outcomes in Maths (end of KS2 focus) with a focus on number sense and arithmetic.
- PiXL assessments used to guide teaching to address gaps in learning through the use of therapies and interventions. This has informed planning for the National Tutoring Programme (NTP) for year 6 pupils.*
- Year 6 Easter booster (half term holidays) implemented to support revision for SATS.*
- Year 6 maths boosters were implemented from Autumn term 2 to support gaps in maths for targeted children – this included 25% of the PP children in Year 6.*
- Continue to develop curriculum enhancements in EYFS through the Early Excellence approach to maintain our high-quality curriculum offer
- Increasing links between indoor and outdoor provision to ensure consistency through a purposeful environment
- The EYFS Summer data in 2023 showed an improvement of 34% from Summer 2021, which was 13% higher than National Expectations.*
- Summer data 2023 showed that all statutory data was in line with or above national expectations for Redwell Primary school:

	Redwell Primary School					National
EOY	2019	2020	2021	2022	2023	2023 (2022)
EYFS GLD	73%	x	44%	69%	78%	(65)
Y1 Phonics	80%	x	63%	41%	89%	(75)
Y2 R	79%	x	61%	71%	81%	(67)
Y2 W	73%	x	52%	71%	70%	(58)
Y2 M	80%	x	58%	73%	80%	(68)
Y4 MTC 20+ (EXS)	x	x	x	75%	69%	69
Y4 MTC 25/25	x	x	x	x	19%	
Y6 R	79%	x	74%	72%	76%	73%
Y6 R GDS	16%	x	31%	21%	31%	
Y6 W	82%	x	70%	71%	79%	71%
Y6 W GDS	21%	x	7%	16%	10%	
Y6 M	82%	x	63%	57%	83%	73%
Y6 M GDS	19%	x	10%	16%	37%	
Y6 GPS	82%	x	x	72%	81%	72%
Y6 GPS GD	21%	x	x	26%	34%	
Year 6 combined	71%	x	52%	48%	72%	59%

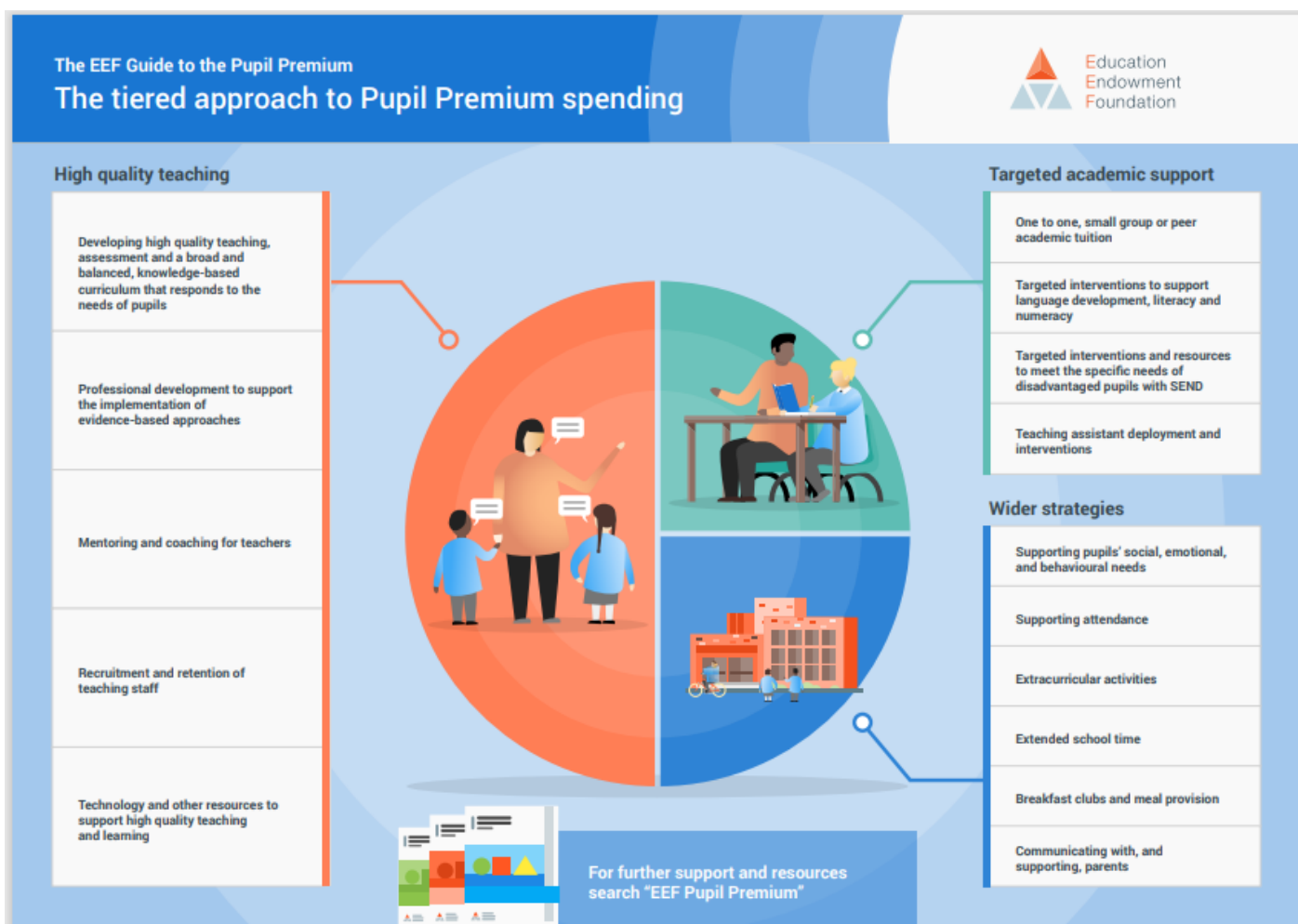
<p>2. To empower our children to be well rounded learners with an increased ability to self-regulate their emotions</p> <p><i>Link to SDP:</i></p> <ol style="list-style-type: none"> <i>To improve the attainment of phonics in Year 1.</i> <i>To improve the attainment and progress of all pupils in writing</i> <i>To improve learning in the EYFS setting to ensure all children have access to an engaging and purposeful environment.</i> <p><i>To continue to embed the maths mastery approach across the school.</i></p>	<ul style="list-style-type: none"> Develop wellbeing and mental health offer in school via the Pastoral Team expertise to increase classroom engagement of disadvantaged pupils <i>Pastoral Team implemented a graduated approach to track needs of individual pupils and this meant that those in the selected support band received intervention from school staff and those in the targeted support band were referred for support from outside agencies.</i> Teach whole class wellbeing sessions to encourage self-regulation to improve learning behaviours further Staff CPD Re. SEMH to support children's emotion regulation, therefore increasing in class participation <i>Pastoral Support Officer was trained by Trust Wellbeing Lead to deliver PawsB across the school.</i> <i>SEF April "All children received a full term of mindfulness sessions originally led by the Trust wellbeing lead and now by our own pastoral officer. This enabled the children to become more confident, resilient and independent, and to develop their strength of character."</i> <i>"Mental Health week completed for the whole school. The impact of this was that awareness of positive and negative mental health has been raised. "</i> <i>Teachers planning and delivering daily mindful minute.</i> <i>Pupil self-help wellbeing board in place.</i> <i>Mental Health Awareness Session for TAs, LAC and attachment training for CTs and TAs.</i> Utilise the school council to relaunch the school values to prepare children for the wider world <i>New values and relationships policy were launched in September 2023. The values were condensed down to just five values following on from feedback from pupils. The school council worked together to create shared definitions of these and they were launched to the whole school. The new values are: Ambition, Responsibility, Resilience, Respect and Compassion.</i> Develop immersive curriculum to give opportunities for children to develop their own learning and increase conceptual understanding <i>The curriculum was given an overhaul in the academic year 2022-2023 to support engagement in all learners with an emphasis on PP children based on feedback from pupil-voice and observations where engagement had dipped in foundation lessons and as a result, the newly developed, well-rounded curriculum, has been initiated to impact outcomes.</i>
<p>3. To utilise the National Tutoring Programme to support maths outcomes, with a focus on arithmetic and fluency</p> <p><i>Link to SDP4:</i></p> <ol style="list-style-type: none"> <i>Outcomes will be at least in line with National ARE Provide the opportunities for more children to make better than expected progress</i> 	<ul style="list-style-type: none"> Tutoring programme for identified pupils to be implemented Maths focus for Tutoring (year 6 initially) to accelerate progress of identified pupils to improve end of key stage 2 outcomes 72 children will access NTP over the year to accelerate progress to increase number of children meeting National ARE Arithmetic focus to support outcomes of identified pupils <i>National Tutoring Programme was delivered across the year with pupils accessing maths tuition which was adapted to their needs. The sessions ran for 15 weeks, with children receiving one hour of 1:3 tuition a week. The impact of this was improved outcomes at the end of KS2 SATS (83% EXS and 37% GDS – both above national expectations.</i>
<p>4. To provide the children with a range of extra-curricular opportunities through</p>	<ul style="list-style-type: none"> Develop progressive curriculum to increase opportunities for conceptual understanding to take place to improve children's knowledge <i>The curriculum was given an overhaul in the academic year 2022-2023 to support engagement in all learners with an emphasis on PP children based on feedback from pupil-voice and observations where engagement had dipped in foundation lessons and as a result, the newly developed, well-rounded curriculum, has been initiated to impact outcomes.</i>

<p>our wider approaches, including access to all trips and visitors. Address Cultural Capital for disadvantaged pupils by increasing the opportunities available for them to access</p> <p><i>Link to SDP:</i></p> <ul style="list-style-type: none"> • <i>Create an immersive, enriching and progressive curriculum to give children a range of opportunities to develop their conceptual understanding</i> 	<ul style="list-style-type: none"> • Provide opportunities for disadvantaged pupils to access clubs to further develop their social skills • Ensure ALL disadvantaged pupils access ALL trips and visitors • Ensure access to the interactive classroom is utilised to provide opportunities for disadvantaged pupils to immerse themselves into the topic being studied • <i>All disadvantaged children were able to attend year group trips to support their curriculum knowledge, they were also part of internal visits and experiences. Pacesetters clubs are continued to be offered to PP children as part of their PP cards – this includes before and after school clubs.</i>
<p>5. To improve attendance figures for disadvantaged pupils so they are at least in line with national (95%) to increase access to QFT/learning opportunities</p> <p><i>Link to SDP:</i></p> <ul style="list-style-type: none"> • <i>To improve the attainment of phonics in Year 1.</i> • <i>To improve the attainment and progress of all pupils in writing</i> • <i>To improve learning in the EYFS setting to ensure all children have access to an engaging and purposeful environment.</i> <p>6. <i>To continue to embed the maths mastery approach across the school.</i></p>	<ul style="list-style-type: none"> • All below will improve outcomes due to increased time in school/lessons: • Family Liaison Worker to monitor attendance of pupils termly and contact parents via letter system and support families to improve attendance through the use of Parent Contract Meetings (PCMs) • Breakfast club to be offered to disadvantaged pupils whose attendance falls below the expected standard (95%) • Attendance policy to be followed to ensure parents are aware of consequences of poor attendance • Attendance award introduced to provide an incentive for improved attendance • Utilise Pastoral Team to support families with poor attendance <ul style="list-style-type: none"> • <i>Whole school attendance currently sits at 96.1% which is 2.9% above current National figures Year to Date (YTD). PP attendance is 94% (-2.3% below non- PP) however +3% higher than National PP attendance YTD. SEND attendance is 92.4% +1.4% on National SEND attendance YTD.</i> • <i>All children with attendance figures below 90% have received contact from Pastoral Officer and either reminded of expectations or invited to discuss attendance and support offered for those consistently falling below. Breakfast club offered to ALL PP students to encourage higher attendance – minimal take up of this offer – SA considering other ways to engage the families to improve attendance/reduce lateness.</i>

Externally provided programmes

Programme	Provider
Nation Tutoring Programme	Teaching Personnel

EEF Tiered Approach – how is the funding spent at Redwell?



Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- NTFC mentor and clubs
- Secondary School enrichment days
- Continued support from PiXL for assessments
- KS2 county moderators in school
- Continued use of White Rose Maths, Grammarsaurus, Ed Shed and TT Rockstars to supplement our curriculum.
- Outdoor learning (see separate SDP)
- Continued professional develop for all staff through quality training sessions.