

Redwell Primary School Pupil Premium and Recovery Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Redwell Primary School	
Number of pupils in school	631
Proportion (%) of pupil premium eligible pupils	12% (73 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year
Date this statement was published	24/09/21
Date on which it will be reviewed	January '22
Statement authorised by	Claire Head (Principal)
Pupil premium lead	Simon Anderson (Vice Principal)
Governor / Trustee lead	Fiona Butlin (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,010
Recovery premium funding allocation this academic year	£8,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£32,366
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	£119,366 (includes £9559 tutoring of which £2390 school contribution)

Part A: Pupil premium strategy plan

Statement of intent

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 progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 all pupils are challenged in the work that they're set
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that QFT is effective through a mentoring and coaching approach

Challenges

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

Challenge number	Detail of challenge
In-school barriers	
1	Monitoring during lockdown identified that there was a difference between the engagement of the disadvantaged pupils and their peers during the pandemic have highlighted the need for QFT and high quality intervention. Increased opportunities of CPD for teachers will support to develop skills to ensure children have access to good teaching.
2	Through the analysis of wellbeing assessments, on average the scores for disadvantaged pupils was lower in comparison to their peers. A specific focus needed on resilience and self-belief. Training for staff in emotion regulation (both co and self) will be implemented to support children's skills. Well-rounded learners grow from the foundations of confidence and resilience.
3	After a thorough data analysis of the end of year data (in school), years 4 & 6 were identified as our focus year groups for the National Tutoring Programme (NTP). Year 4 will receive maths tutoring and year 6 reading tutoring. All children identified are predicted to reach Age Related Expectations (ARE) with the additional support of the 15 session tutoring programme.
External barriers	
4	Cultural Capital survey carried out revealed that, on average, disadvantaged pupils were receiving less chances outside of school hours to experience learning opportunities compared to their peers. We intend to address this through offering a wide range of curriculum enhancements including access to trips and visitors and the immersive curriculum on offer.
5	Overall attendance figures for disadvantaged pupils was 1% lower than non-disadvantaged. 'Magic Breakfast' initiative (EEF) to be explored to support attendance and academic progress of identified pupils. Family engagement through work of Parent Liaison Officer (PLO) to support increase in percentage attendance for identified pupils.

Intended outcomes

Intended outcome	Success criteria
<p>To increase progress rates for PP children through targeted intervention and effectiveness of teaching and learning Quality First Teaching (QFT)</p> <p><i>Link to SDP:</i></p> <ul style="list-style-type: none"> To increase amount of good and outstanding teaching and learning to improve outcomes for all To improve reading progress for all (KS1 attainment) To increase writing outcomes 	<ul style="list-style-type: none"> Develop CPD of staff to ensure delivery of quality interventions to increase impact Teaching staff CPD to be obtained/delivered to improve QFT (90% of teaching to be at least good) Ensure all interventions are purposeful and have impact on progress Regular monitoring of the interventions to review impact Use Arbor provision mapping to monitor interventions and plan effectively Use of PiXL to identify targeted support for PP children Provide extra tuition, where appropriate, to support progress Provide specific SALT where appropriate through targeted intervention Providing appropriate challenge and support Providing a quality climate for learning
<p>To empower our children to be well rounded learners with an increased enthusiasm</p> <p><i>Link to SDP:</i></p>	<ul style="list-style-type: none"> Develop wellness offer within school Staff CPD Re. SEMH to support children's emotion regulation Continue to develop Values to prepare children for the wider world

<ul style="list-style-type: none"> Continue to enhance the wellness offer and developing links within the school community 	<ul style="list-style-type: none"> Continue to develop learning behaviours through use of self-regulation techniques to support children's understanding of their emotions Use immersive classroom, sensory room and sensory garden to support children's sensory needs Develop school council to give the children a voice to support their learning journey Develop world class immersive curriculum to give opportunities for children to develop their own learning
<p>Recovery programme for identified pupils to accelerate progress including; CPD for staff to improve Quality First Teaching (QFT), Tuition programme, targeted intervention as outlined in SDP</p>	<ul style="list-style-type: none"> Tutoring programme for identified pupils to be implemented Number sense subscription fee to support all pupils Funding to cover English subject leaders to give CPD to identified staff to increase expertise Times tables interventions, specifically in LKS2 Word aware introduced into EYFS to improve language acquisition
<p>To provide the children with a range of enhanced curriculum opportunities including access to all school trips and visitors. Address cultural capital gaps for PP children by increasing opportunities</p> <p><i>Link to SDP:</i></p> <ul style="list-style-type: none"> Create an immersive and enriching curriculum to give children a range of learning opportunities 	<ul style="list-style-type: none"> Immersive classroom to be utilised to transport children to various places to bring learning to life Off-site trip to be arranged to enhance experiences (cultural capital) Ensure ALL PP children access ALL trips and visitors to school Give opportunities for children to develop their wellbeing and resilience skills (internal and external providers) Immersive curriculum will enhance children's experiences and knowledge
<p>To maintain attendance figures for PP children so they are at least in line with national (95%)</p> <p><i>Link to SDP:</i></p> <ul style="list-style-type: none"> To empower our children to be well rounded learners by; Improving our wellness offer Developing links within the school community 	<ul style="list-style-type: none"> SENCo to monitor attendance of pupils termly Family Liaison Worker to 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 all PP children as part of 'Magic Breakfast' initiative Attendance policy to be followed to ensure parents are aware of consequences of poor attendance Expand Pastoral support Team to support families with poor attendance

Teaching

Budgeted cost: £48,746

Activity (Strategies implemented to support T & L)	Evidence that supports this approach	Challenge number(s) addressed
<p>TEACHING & LEARNING</p> <ul style="list-style-type: none"> For PP children not on track, to make more than expected progress by refining the curriculum and focussing on progress To increase effectiveness of teaching and learning by providing appropriate challenge and support and a quality climate for learning To empower our children to be well rounded learners by Improving our wellness offer and developing links within the school community <p>CURRICULUM</p> <ul style="list-style-type: none"> Create an immersive and enriching curriculum to give children a range of learning opportunities and build upon skills Use assessment effectively to close the gaps in all subjects <p>SEND</p> <ul style="list-style-type: none"> Improve provision for SEND pupils Continue to enhance the wellness offer 	<p>QFT and its impact on disadvantaged pupils has been considered to guide subject leader action plans</p> <p>Immersive curriculum has increased engagement of pupils including increases in home learning and independent research</p> <p>Targeted interventions in small groups improves outcomes – EEF research</p>	<p>(1) To increase progress rates for PP children through targeted intervention and Quality First Teaching</p> <p>(4) To provide the children with a range of enhanced curriculum opportunities including access to all school trips and visitors. Address cultural capital gaps for PP children by increasing opportunities</p>

<p>MATHS</p> <ul style="list-style-type: none"> • Close the gaps for PP children in attainment across the school • Improve percentage of children achieving greater depth through QFT and targeted intervention • Improve children's fluency in number facts and times tables. <p>ENGLISH</p> <ul style="list-style-type: none"> • More children to meet ARE in reading & writing by the end of the year. • To develop greater depth thinking across English • To close the gap in reading & writing by meeting the needs of the lower 20%. <p>EYFS</p> <ul style="list-style-type: none"> • Close the gender gap in attainment • Improve Physical Development and Writing • Develop transition from nursery to EYFS and EYFS to Year One. • Word aware introduction to improve language acquisition 	<p>Fluency increases children's ability to solve mathematical problems as they can call upon learned methods</p> <p>Whole school mastery approach implemented to increase pupils deepened knowledge</p> <p>NPQSL project research guiding CPD for staff to ensure teaching is relevant and up to date Re. greater depth teaching</p> <p>Disadvantaged book club introduced to give opportunities for pupils to access vocab rich texts</p> <p>Transition improved through implementation of transition leader</p> <p>Early excellence approach introduced to support curriculum enhancement</p> <p>Development/purchase of resources to improve opportunities for the children</p>	
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Targeted academic support

Budgeted cost: £3,591 (School cost) £5,968 (tutor fund)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Tutoring programme to be bid for and subsequently introduced for identified pupils in year 6 Reading and Year 4 Maths from PPM data • Small group tuition (1:5 tutoring programme) • Writing intervention groups across all year groups to address gaps and improve QFT • Subscribe to number sense programme to enhance maths intervention provision • Word aware introduction to improve language acquisition • Times tables CPD for all staff team to support QFT and targeted interventions • CPD twilight to introduce Grammarsaurus training • Release time for subject leader to train TAs to enhance grammar knowledge and writing skills and to peer support teachers e.g. shared writing • Teacher delivering Leicestershire inference intervention programme in year 6 (Term 1) • Use of Pixl to identify strands and inform interventions • Times tables homework booklets for year 4 	<p>National Tutoring Programme research</p> <p>EEF research into small group tuition and the increased impact of targeted small group tuition delivered by qualified teachers</p> <p>Diagnostic approach (PiXL) to identifying gaps in knowledge has been undertaken and to be continued to plan the intervention</p>	<p>(3) Recovery programme for identified pupils to accelerate progress including; CPD for staff to improve Quality First Teaching (QFT), Tuition programme, targeted intervention as outlined in SDP</p>

Wider strategies

Budgeted cost: £58,237

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Immersive curriculum introduced to enhance opportunities for independent learning Research based curriculum empowering the children to develop their enthusiasm for learning Targeted intervention for PP pupils to support wellbeing/resilience ALL classes to complete a 12 week mindfulness programme for pupils (KS2 Paws B/ EYFS/KS1 123Be) SEMH intervention to be implemented by pastoral team to support children becoming independent learner and supporting the ability to regulate emotions/behaviour SEMH training for staff to support effective delivery of targeted intervention Reintroduce lunchtime nurture group (Pitstop) to support vulnerable learners to develop skills to become independent learners and support wellbeing allowing them to access the classroom/curriculum In school counsellor available to support children's emotional literacy (Staff member completing training) Access to private SALT to support increasing numbers of pupils with S&L communication needs NTFC community team to provide learning mentors for identified children to improve wellbeing, behaviour, mental health. Workshops around healthy living. LTS training provided to support playground animation 	<p>Immersive curriculum increasing pupil engagement</p> <p>Pastoral Team implemented to support growing need for pastoral intervention – reacting to the pandemic</p> <p>Successful wellbeing intervention supplied by trust lead has proven impact in other trust schools</p> <p>CPD of staff key to supporting pupils wellbeing</p> <p>Decrease in incidents at lunchtime and social skill development for identified children increases academic successes</p> <p>Increased numbers of SALT issues arising in EYFS – needs targeted support</p> <p>Impact of learning mentors in other trust schools has influenced our decision to implement to support vulnerable pupils with academic engagement</p>	<p>(2) To empower our children to be well rounded learners with an increased enthusiasm</p>
<ul style="list-style-type: none"> Launch 'Magic Breakfast' club to provide a healthy breakfast and basic literacy skills including '20-day challenge' to be completed daily – gives children an emotionally regulated start to the day Immersive curriculum in place to support enhancement Storytelling approach used in English to increase opportunities for deeper understanding Early Excellence approach utilised in EYFS/Year 1 to enhance learning opportunities for the pupils Provide children with an off-site experience to address cultural capital PP 'book gifting' project increasing children's access to high quality books to have at home (matched to interests) Immersive curriculum provides opportunities for children to engage in curriculum enhancement (Immersive classroom) 	<p>EEF research around 'magic breakfast' and the impact on academic progress</p>	<p>(4) To provide the children with a range of enhanced curriculum opportunities including access to all school trips and visitors. Address cultural capital gaps for PP children by increasing opportunities</p>

<ul style="list-style-type: none"> • Support families to access School uniform, school trips and extra-curricular activities to develop sense of belonging and social skills (PPF cards) • Access to extra-curricular activities through our before and after-school provider and/or music tuition (PPF Card) • Access to all school trips to enhance curriculum experience (PPF Card) • Access to Uniform (up to £100) to enhance sense of belonging (PPF Card) 	<p>Successful in previous years for parental engagement and increases sense of belonging – community approach</p>	
<ul style="list-style-type: none"> • Weekly year group attendance award introduced to increase profile • 100% attendance stickers awards for all PP children each term • Before school clubs offered as part of the PPF card (£100) • Offer of free breakfast club to those children who are below (including 'Magic Breakfast Club') • Attendance lead to monitor PP attendance closely and follow recently updated attendance policy • Develop resilience skills and wellbeing of PPF pupils through workshops including learning mentors for identified pupils (NTFC) • Whole school resilience package to be introduced to support resilience/values/wellbeing • Family engagement through community teas/tea and chat group led by pastoral team to be introduced 	<p>Increased incentives has promoted good attendance – PP attendance less than 1% lower than non-PP pupils</p> <p>Resilience is a key focus from wellbeing survey and home learning monitoring during the pandemic</p>	<p>(5) To maintain attendance figures for PP children so they are at least in line with national (95%)</p>

Total budgeted cost: £110,574