

Pupil premium 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 3 year 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	Red Hill C of E Primary
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	57= 14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	23.11.23
Date on which it will be reviewed	23.11.24 annually
Statement authorised by	Jolanda Simmonds
Pupil premium lead	Head teacher/ Deputy Head
Governor / Trustee lead	Chair of governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77050
Recovery premium funding allocation this academic year	£3625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£80675

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 well 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.

At Red Hill C of E Primary, we are committed to all pupils making good or accelerated progress from their relative starting points. The aim is for all of our children to attain age-related standards or greater, whether they are categorised as disadvantaged or non-disadvantaged pupils. We ensure all of our teachers provide quality first teaching to all pupils. Pupil Premium children are identified in every class so that adults can check their understanding, check for misconceptions and give timely feedback to support accelerated progress.

Aims:

To improve outcomes for all disadvantaged pupils so that:

- The proportion of pupils attaining ARE or better in RWM combined compares favourably to disadvantaged and non-disadvantaged pupils nationally.
- The increased gap between disadvantaged and non-disadvantaged pupil in reading, writing and mathematics significantly closes.

To improve attendance for all disadvantaged pupils so that:

- Overall attendance improves and is, at least, in line with the national figure for all pupils.
- Persistent absence reduces significantly.

To ensure all disadvantaged pupils receive the appropriate mental health and well-being support so that:

- They engage in their learning and as a result attainment improves and they make at least good progress.

To ensure there is equal access to enrichment opportunities so that:

- Aspirations are raised for children's futures

Challenges

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

Challenge number	Detail of challenge
1	PP attendance 91.57% is compared to 96.09% for Non-PP. Persistent absence for PP children is 10%.
2	Attainment for PP children is below Non-PP in Reading, Writing and Maths Y2 – 10% of PP children achieved ARE or above in 2022-23 Y6- 0% (0/2) of PP children achieved ARE or above 40% PP achieved GLD in EYFS in 2022-23 25% PP achieved phonics screening in Year 1 in 2022-23
3	Some of our disadvantaged pupils have poor mental health due to ACEs and challenging home lives. Some of our disadvantaged families suffer high anxiety. We currently have 21 children (37%) that are on our vulnerable list to offer internal and external support.
4	19 children (33%) are PP and SEND 12 children (21%) are PP and EAL
5	PP attendance at clubs is 11% and attendance on trips is lower than non-PPG.

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
Outcomes in RWM Combined	<p>The percentage of pupils who attain ARE RWM at the end of KS2 is above national disadvantaged and closer to national non-disadvantaged figures</p> <p>The percentage of pupils who attain ARE+ (High Score/GD) RWM at the end of KS2 is above national disadvantaged and closer to national non-disadvantaged figures</p>
Outcomes in the Year 1 Phonics Screening	The percentage of disadvantaged Year 1 pupils who pass the PSC is in line with Non-PP
Improve attendance of disadvantaged pupils	Attendance of disadvantaged pupils is >95.5% and the gap between all pupils and disadvantaged pupils is no less than >1%
Improve attendance of clubs and trips across school	Attendance of disadvantaged pupils at clubs is 11% and attendance at trips is >95%

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: £ 40200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Class teachers will target and prioritise PP pupils through QFT and make use of specific immediate feedback that will accelerate progress and therefore close the attainment gap.</p> <p>TA support for pupils in class</p> <p>£37200</p> <p>Response intervention for Reading, Writing, Maths</p>	<p>In-house evidence that supports the need for action:</p> <p>Improved attainment is imperative for some pupils (especially those pupils who are also SEND or have the potential to attain High Score/GD)</p> <p>Research evidence that supports approach:</p> <p>EEF: Feedback +6</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 4</p>
<p>Develop teaching and learning in English across the school to improve progress</p>	<p>In-house evidence that supports the need for action:</p> <p>End of previous year's outcomes in Writing indicates that accelerated progress is needed and therefore improved attainment is imperative for some pupils (especially those pupils who are also SEND or have the potential to attain High Score/GD)</p>	<p>2, 4</p>
<p>Purchase high quality phonics and early reading resources in line with Bug Club Phonics Scheme</p> <p>£3000 books</p>	<p>In-house evidence that supports the need for action:</p> <p>End of year outcomes in phonics and reading indicate that accelerated progress is needed.</p> <p>Research evidence that supports approach:</p> <p>EEF Toolkit: Phonics +5</p>	<p>2, 4</p>

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

Budgeted cost: £1629

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Plan and deliver interventions to target reading fluency and comprehension</p> <p>Rapid read training for all staff</p> <p>1 to 1 readers</p> <p>Annual license contribution: £1308</p>	<p>In-house evidence that supports the need for action:</p> <p>School assessments, which are carried out once a term, show that some children have lower fluency than expected for their ages. This limits their independent reading choice and the ability to access texts within different subject areas.</p> <p>Some children do not read regularly at home which is monitored weekly.</p> <p>Research evidence that supports approach:</p> <p>EEF: Teaching Assistant Interventions +4</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>1:1 or small group targeted interventions show a strong positive benefit</p>	<p>2, 4</p>
<p>Plan and deliver interventions to develop understanding of key Maths skills.</p> <p>Number Stacks resources bought</p> <p>Number stacks training for all Staff to deliver</p> <p>Number stack interventions to target children</p> <p>£321</p>	<p>In-house evidence that supports the need for action:</p> <p>Half termly assessments identify gaps in children's understanding of key maths skills</p> <p>Research evidence that supports approach:</p> <p>EEF: Teaching Assistant Interventions +4</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>– 1:1 or small group targeted interventions show a strong positive benefit</p>	<p>2, 4</p>

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

Budgeted cost: £ 38846

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target parents of pupils whose attendance is below 95% and formulate action plans; school to agree to support level and parents to agree to plan. Monthly meetings to monitor home visits and breakfast club places offered. Pastoral support in place for families which need it. £16,298</p>	<p>In-house evidence that supports the need for action: 2021-22 attendance for disadvantaged pupils 91.07%; Non PP pupils 92.87% Research evidence that supports approach: EEF: Parental engagement +4 Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4</p>
<p>All children included in enrichment activities. Opportunities for all to develop and enhance skills. Subsidies considered on individual basis e.g payments for swimming, residential trips, wrap around care etc £9500 Residentials: £3048 Trips: £6000 Uniform: £200 3 spaces per club funded for PP</p>	<p>In-house evidence that supports the need for action: Some parents do not have the finances for children to take part in trips, swimming, after school clubs etc. Research evidence that supports approach: EEF: Physical Activity +1 small but positive impact linked to physical activity and academic attainment – some evidence to show a link between p/a and attendance and retention Physical activity EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 5</p>

<p>Target pupils who have lower self-esteem and who are potentially vulnerable in terms of good mental health and well-being;</p> <p>provide weekly pastoral sessions</p> <p>Mentor Link - trained counsellor to lead sessions.</p> <p>Steve Boycott Be You Project to develop self esteem and independence</p> <p>£3800</p>	<p>In-house evidence that supports the need for action:</p> <p>Disadvantaged pupils identified as needing additional input re. self-esteem, emotional well-being.</p> <p>In Autumn 2022 20 PP children (36% of PP) were referred for weekly Nurture sessions with our Nurture lead.</p> <p>Research evidence that supports approach:</p> <p>EEF: Behaviour intervention +4 Specialised programmes which are targeted at students with specific behavioural issues</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>SEL Social and emotional learning +4 Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 2</p>
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Total budgeted cost: £ 80675

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.

Outcomes of RWM combined	Y2 – 10% of PP children achieved ARE or above in 2022-23 Y6- 0% (0/2) of PP children achieved ARE or above
Outcomes of Reading	Y2 – 20% of PP children achieved ARE or above in 2022-23 Y6- 50% (1/2) of PP children achieved ARE or above (one child new to England with no English)
Outcomes of Writing	Y2 – 10% of PP children achieved ARE or above in 2022-23 Y6- 50% (1/2) of PP children achieved ARE or above (one child new to England with no English)
Outcomes of Maths	Y2 – 20% of PP children achieved ARE or above in 2022-23 Y6- 0% (0/2) of PP children achieved ARE or above
Outcomes in EYFS	40% PP achieved GLD in EYFS in 2022-23
Attendance of disadvantaged pupils	PP attendance 88.35% is compared to 93.76% for Non-PP. Persistent absence for PP children is 40% <u>Evaluation July 2023</u> PA has reduced from 47% (22/47) PPG below 90% to 34% (16/47). Of the 16 children below 90%, 14 have improved attendance.

