

# Pupil premium strategy statement

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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  | 372 capacity            |
| Proportion (%) of pupil premium eligible pupils   | 55= 15%                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023-2026               |
| Date this statement was published   | 5.3.23                  |
| Date on which it will be reviewed   | 1.12.23 annually        |
| Statement authorised by   | Jolanda Simmonds        |
| Pupil premium lead  | Head teacher            |
| 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  | £2175   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £31,163 |

# 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 88.35% is compared to 93.76% for Non-PP. Persistent absence for PP children is 40%.   |
| 2                | <p>Attainment for PP children is below Non-PP in Reading, Writing and Maths</p> <ul style="list-style-type: none"> <li>• Year 1 achieving ARE or above end of year data Summer 2022- Maths-difference of 39% Reading- difference of 34% -Writing-difference of 47%</li> <li>• Year 2 achieving ARE or above end of year data Summer 2022- Maths-difference of 42% Reading- difference of 16% -Writing-difference of 8%</li> <li>• Year 3 achieving ARE or above end of year data Summer 2022- Maths-difference of 62% Reading- difference of 66% -Writing-difference of 55%</li> <li>• Year 4 achieving ARE or above end of year data Summer 2022- Maths-difference of 23% Reading- difference of 8% -Writing-difference of 29%</li> <li>• Year 5 achieving ARE or above end of year data Summer 2022- Maths-difference of 52% Reading- difference of 52% -Writing-difference of 37%</li> </ul> |
| 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 14 children (27%) that are on our vulnerable list to offer internal and external support.  |
| 4                | <p>17 children (31%) are PP and SEND</p> <p>15 children (27%) are PP and EAL</p>  |
| 5                | PP attendance at clubs is 22% and attendance on trips is low.   |

## 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 | The percentage of pupils who attain ARE RWM at the end of KS2 is above national disadvantaged and closer to national non-disadvantaged figures |

|   |   |
|---|---|
|   | 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 |
| 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 >1%  |
| Improve attendance of clubs and trips across school | Attendance of disadvantaged pupils at clubs is 50% (increasing from 22%) 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: £ 41559

| 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>£34300</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><a href="https://educationendowmentfoundation.org.uk">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> | 2, 4                          |
| <p>Develop teaching and learning in English across the school to improve progress</p> <p>Purchasing external specialist support for staff to develop writing sequences</p> <p>£4800</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>   | 2, 4                          |
| <p>Purchase high quality phonics and early reading resources in line with Bug Club Phonics Scheme</p> <p>£459 word mats/frieze</p> <p>£2000 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>  | 2, 4                          |

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

Budgeted cost: £17471

| 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>£17,150</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><a href="https://www.educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></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><a href="https://www.educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></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: £ 20195

| 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.<br/>Monthly meetings to monitor home visits and breakfast club places offered.<br/>Pastoral support in place for families which need it.<br/>£8575</p> <p>EWO support with home visits and formal meetings.<br/>£2120</p> | <p>In-house evidence that supports the need for action:<br/>2021-22 attendance for disadvantaged pupils 91.07%; Non PP pupils 92.87%<br/>Research evidence that supports approach: EEF:<br/>Parental engagement +4<br/><a href="https://www.educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p>   | <p>1, 2, 4</p>                |
| <p>All children included in enrichment activities.<br/>Opportunities for all to develop and enhance skills.<br/>Subsidies considered on individual basis e.g payments for swimming, residential trips, wrap around care etc<br/>£9500<br/>3 spaces per club funded for PP</p>  | <p>In-house evidence that supports the need for action:<br/>Some parents do not have the finances for children to take part in trips, swimming, after school clubs etc.<br/>Research evidence that supports approach:<br/>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<br/><a href="https://www.educationendowmentfoundation.org.uk/physical-activity">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p> | <p>2, 5</p>                   |
| <p>Target pupils who have lower self-esteem and who are</p>  | <p>In-house evidence that supports the need for action:</p>   | <p>3, 2</p>                   |

|  |  |  |
|--|--|--|
| <p>potentially vulnerable in terms of good mental health and well-being;<br/>provide weekly pastoral sessions<br/>Mentor Link - trained counsellor to lead sessions.</p> | <p>Disadvantaged pupils identified as needing additional input re. self-esteem, emotional well-being.<br/>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:<br/>EEF: Behaviour intervention +4<br/>Specialised programmes which are targeted at students with specific behavioural issues<br/><a href="https://www.educationendowmentfoundation.org.uk/improving-behaviour-in-schools">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a><br/>SEL Social and emotional learning +4<br/><a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> |  |
|--|--|--|

**Total budgeted cost: £ 79,225**



## 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 2021 to 2022 academic year.

|                                    |  |
|------------------------------------|--|
| Outcomes of RWM combined           | Y2 – 38%of PP children achieved ARE or above<br>Y6- 33% of PP children achieved ARE or above   |
| Outcomes of Reading                | Y2 – 63%of PP children achieved ARE or above<br>Y6- 67% of PP children achieved ARE or above   |
| Outcomes of Writing                | Y2 – 50%of PP children achieved ARE or above<br>Y6- 33% of PP children achieved ARE or above   |
| Outcomes of Maths                  | Y2 – 38%of PP children achieved ARE or above<br>Y6- 67% of PP children achieved ARE or above   |
| Outcomes in EYFS                   | 67% of PP children achieved GLD  |
| Attendance of disadvantaged pupils | PP attendance 88.35% is compared to 93.76% for Non-PP.<br>Persistent absence for PP children is 40%<br><br>Therefore, attendance remains a priority. |