

# **Redesdale Primary School**



## **Pupil Premium Strategy Statement 2021-2024**

# Redesdale Primary School

## Pupil Premium Strategy Statement

### School overview

Detail	Data
School name	Redesdale Primary School
Number of pupils in school	258
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs T V Flannaghan
Pupil premium lead	Mrs T V Flannaghan
Governor / Trustee lead	Mrs J Atkins

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,040
Recovery premium funding allocation this academic year	£5,075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£52,115</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### What is Pupil Premium?

Pupil Premium is the name given to additional funding designed to raise the attainment of disadvantaged pupils so that they have the same outcomes and life chances as their non-disadvantaged peers. This funding is allocated to schools in accordance to how many pupils are judged to be eligible. Eligibility is outlined in a variety of ways including benefits a household may receive, free school meals, children in local authority care or recently in local authority care and service children. For the year 2021-22 PPG funding is an additional £1345 per eligible child with £2300 awarded for children who are currently LAC. Further information can be obtained by following:

[Pupil premium: conditions of grant 2021 to 2022 for local authorities - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2021-to-2022-for-local-authorities)

Redesdale Primary School is a 1.5 form entry school with 258 on roll and 35 pupils on our Pupil Premium register; 14% of the school population, which is broadly in line with the national average. For the year 2021-2022 Redesdale Primary School received a total of £52,115 Pupil Premium funding. (£5,075 recovery funding). Schools are able to spend PPG to suit the needs of their pupils. DfE guidance for 2021-2022 states the grant should be spent:

- For the purposes of the school; that is, for the educational benefit of pupils registered at that school.
- On community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.
- The grant does not have to be completely spent by schools in the financial year; some or all of it may be carried forward to future financial years.

### Principles

We ensure that teaching and learning opportunities meet the needs of all the pupils. We ensure 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. In 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 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.

## Challenges

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

Challenge number	Detail of challenge
1	To ensure all staff have support and training to identify barriers, introduce short term and pertinent targets that clearly identify progress opportunities.
2	To improve the attendance of PPG children which is significantly below both national and non-PPG children. (including persistent absenteeism)
3	To develop pupil wellbeing (SEMH) further- identifying intrinsic links to curriculum and ensuring a holistic approach to supporting our children eligible for PPG funding to ensure pupil mental health and wellbeing is prioritised.
4	To develop communication and language skills and PSED as a priority in EYFS.
5	To ensure that the gaps resulting from lockdowns do not widen further from that of non-PPG eligible children. Work with NT LA on curriculum development, Reading, Writing & Maths (Maths Mastery) to embed approaches and confidence across all year groups.
6	To ensure the digital divide does not hinder pupils opportunities and ability to access remote education.

## 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
Reading - To make at least expected or accelerated progress from initial statutory assessment point. Consistent approach to the teaching of reading- resources purchased on rolling budget.	Tracked from prior attainment (statutory where possible). Children making at least expected progress from baseline- accelerated, targeted where appropriate. Reading systems secure and effective resources sufficient for need and good quality.
Writing - To make at least expected or accelerated progress from initial statutory assessment point. Curriculum development led by SLT & NT LA – focus on opportunities for writing and writing for purpose.	Tracked from prior attainment (statutory where possible). Children making at least expected progress from baseline- accelerated, targeted where appropriate. Curriculum areas- writing opportunities clearly identified and evidenced.

Maths - To make at least expected or accelerated progress from initial statutory assessment point. Work with Maths hub for mastery approach to maths.	Targeted children will quickly close the gap. Return to quality first teaching as initial approach and next group will be identified. Mastery approach will be embedded and research data will demonstrate impact.
Phonics RWInc - For PPG children to achieve national expected standard in Phonics Screening Check. Development of consistent approach to phonics- revisit of whole staff training to support RWInc.	PPG children will attain in Phonics Screening Check in line with non-PPG children. Consistent approach to phonics across the school will continue to impact attainment improvement.
Continue to improve attendance of those children eligible for PPG in line with non-PPG children.	Attendance data will clearly demonstrate impact. Increased attendance will clearly evidence impact on attainment.
PP children's social & emotional needs are effectively supported in order to lessen the impact on their achievement and achieve in-line with their peers.	Successful completion of the Thrive programme for the children. Resilience & motivation is improved in learning situations.
PP children's family life needs are effectively supported in order to lessen the impact on their achievement and achieve in-line with their peers.	Children are effectively represented at EHA and TAF meetings. Successful targets completed from the Early Help Assessment.

## 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: **£20,000**

Improving outcomes in the Phonic Screening Check at KS1 from EYFS to KS1, which has then had a cumulative impact on reading attainment and widening gap as children move into KS2.

Improving outcomes in writing at KS1 and KS2 through quality first teaching and a greater focus on opportunities for writing.

Improving outcomes for mathematics across school using the Maths Mastery Approach.

Improving children's speech and language so they achieve in line with their peers and are more able to access the curriculum.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed use of validated scheme (RWInc) across EYFS and KS1 - to support teaching of a consistent phonics scheme.</p> <p>KS2 TA support children who did not meet threshold for Phonic Screening Check in KS1.</p> <p>External whole school training for phonics teaching. Fluency and phonics support from TA's. Same day interventions to further close the gap.</p>	<p>EEF: What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.</p> <p>EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</p>	1, 2, 5
<p>Develop resources for all reading abilities across school - ensuring the opportunity to build love of reading and lifelong readers is as strong as teaching the mechanics of being a reader.</p> <p>Ensure Redesdale is a reading school that celebrates and supports children for loving books and all they offer.</p>	<p>EEF: language and literacy provide us with the building blocks for fulfilling careers and rewarding lives.</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF Literacy (educationendowmentfoundation.org.uk)</a></p>	1, 2, 4, 5
<p>Further develop our writing curriculum to focus on opportunities for writing – to entertain, inform, persuade and discuss. Training with staff on how we teach writing, using a quality text to talk and explore and make connections and comparisons. Developing short writing opportunities linked to the text. Creating showcase writing at the end of a unit to assess.</p>	<p>EEF: What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.</p>	1, 2, 5
<p>Maths Mastery CPD and implementation across school.</p>	<p>EEF: What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.</p>	1, 2, 5

Early Years – continue speech and language early intervention in school. Focus on early identification of barriers and need in EYFS and utilise TA trained staff. Support so children can communicate more effectively and are therefore more able to access the curriculum	EEF: Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.	4
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for an additional Teacher across Key Stage 2 for 1:1 and small group tuition with specific focus on English & Maths including feedback.	EEF: Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. <a href="https://educationendowmentfoundation.org.uk/small-group-tuition-eef/">Small group tuition EEF (educationendowmentfoundation.org.uk)</a>	1, 3, 5
Funding for an additional Teaching Assistant across Key Stage 1 & Reception to support phonics and early reading.	EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress. <a href="https://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants-eef/">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	4

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

Budgeted cost: £12,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Approach – social, emotional and mental health support for our pupils especially after lockdowns. Lead Practitioners to prioritise pupils with greatest need. Involvement in development of mental health hub to support pupils with low-medium SEMH needs.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 2
Thrive Online Portal – access for Thrive Practitioners to identify social and emotional needs, develop tailored action plans and monitor children’s social and emotional progress.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 2
4 Thrive Practitioners in School -ongoing training for staff to ensure up to date CPD to disseminate regularly to whole school staff.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 2
Health & Wellbeing Training & Pupil Support – Pupil Health & Wellbeing Lead to implement support plan for pupils, links with NT Education Mental Health Practitioner programme. Disseminate CPD to whole school staff to improve pupil SEMH.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3, 4
Attendance Support, rewarding good attendance and developing skills for life. Working closely with families to improve attendance. Bespoke approach for those	DfE: <a href="https://www.gov.uk/government/publications/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a>	2, 3



families not engaging with school wide approach.		
Creating subsidised experiences to enhance academic learning, create aspirations and give children opportunities to excel in areas they might not otherwise have access to. Trips and experiences subsidised to give opportunities to excel, engage and aspire.	<a href="https://educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a>	1, 3, 6
To continue to build resources to support home learning- ensuring no child is disadvantaged as a result of not having appropriate resources.	Technology can provide access to additional resources and opportunities for additional learning time, often recording progress and providing feedback to pupils so that they can progress independently. <a href="https://educationendowmentfoundation.org.uk">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a>	3, 6

**Total budgeted cost: £52,115**