

Redesdale Primary School



Pupil Premium Impact Statement

2022-2023

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.

PUPIL PREMIUM REPORT 2022-2023 (DATA)

At Redesdale Primary School Pupil Premium is used to provide appropriate intervention for specific children to ensure they are making expected progress in their learning, improve attendance and punctuality for pupil premium children, provide opportunities for children to experience life skills and promote a culture of aspirations, self-confidence and high expectations for themselves.

We have looked very closely at the groups within the Pupil Premium.

- 15% of the whole school population are eligible for the pupil premium.
- 46% of the pupils eligible for the pupil premium have SEN.
- 12% of the pupils eligible for the pupil premium are More Able.
- 0% of the pupils eligible for the pupil premium have English as an Additional Language.

Support has been given through:

- One-to-one work with teachers and teaching assistants
- Small group work with teachers and teaching assistants.
- Thrive Practitioner and Thrive Programme
- Staff training.
- Small group interventions to further develop children's social and emotional development as well as children's approaches and attitudes to learning.
- Provision of enrichment activities which enhance children's life experiences.

Interventions

Senior Leaders have supported booster groups in Year 2/6 to ensure children reached the expected standard or above.

Timetables are monitored closely to ensure staff are working with pupils at the appropriate times and that they are not regularly missing key lessons.

Pupil Premium children were identified as to who needed targeted intervention in the summer term and ensured the most appropriate support was in place.

When student teachers were teaching on final placements staff were able to utilise their time to target specific children in their own class and in other classes to support pupil progress.

Percentage of Disadvantaged children achieving the Expected Standards in RWM at the end of KS2 (7 Pupils in Total)

SUBJECT	TOWARDS	EXPECTED STANDARDS	GREATER DEPTH
READING	29%(2 pupils)	43% (3 pupils)	29% (2 pupils)
WRITING	29%(2 pupils)	57% (4 pupils)	14% (1 pupil)
MATHEMATICS	29%(2 pupils)	57% (4 pupils)	14% (1 pupil)
RWM	29%(2 pupils)	57% (4 pupils)	14% (1 pupil)

Year 1 & Year 2 Phonics Data for Disadvantaged Children

Year Group	Working Towards	Expected Level in Phonics Screener
YEAR 1	33% (3 pupils)	67% (6 pupils)
YEAR 2	0% (0 pupils)	100% (13 pupils)

The performance of disadvantaged children in Year 1 in the school (67%) is in line with the performance of disadvantaged children nationally (67%).

The performance of disadvantaged children in year 2 in the school (100%) is higher than the performance of disadvantaged children nationally (81%).

KS1 Data for Disadvantaged Children (12 children)

SUBJECT	TOWARDS	EXPECTED STANDARDS	GREATER DEPTH
READING	33%(4 pupils)	58% (7 pupils)	8% (1 pupil)
WRITING	58%(7 pupils)	42% (5 pupils)	0% (0 pupil)
MATHEMATICS	42%(5 pupils)	58% (7 pupils)	0% (0 pupil)
RWM	75%(9 pupils)	25% (3 pupils)	0% (0 pupil)

(Year 2 results were moderated this year by the Local Authority)

Good Level of Development 2022	Good Level of Development 2023
28.6% (7 children)	37.5% (8 children)

To improve the attendance of disadvantaged children

SCHOOL	OVERALL ABSENCE	PERSISTENT ABSENCE
REDESDALE (ALL PUPILS)	5.96%	13.91%
REDESDALE (FSM6)	9.8%	Persistent Absence over 10% = 44% Persistent Absence over 15% = 23% (extreme persistent absence)
NORTH TYNESIDE (ALL PUPILS)	5.34%	13.23%
NORTH TYNESIDE (FSM6)	7.5%	

- Attendance letters are sent out to parents every half term with a focus on whether children have been absent due to holidays, illness, unacceptable reasons and lateness. Leaflets about days missed and learning lost attached to each letter.
- Attendance is commented upon in Autumn Term Parent Meetings, in Interim Reports and added to Summer Reports to ensure parents and carers are made aware of the effect loss of learning has had on their child's education and how they can help to improve it.
- Case Studies of Key Children who have high rates of absenteeism and who are FSM6 – actions taken to improve attendance and if there is an improvement.
- NT Attendance & Placement Service 'Working Together to Improve School Attendance Guidance for Schools' - new documentation as a result of DfE research on attendance. NT Attendance & Placement Service provide support to schools after following the attendance flowchart, parent letters, parent meetings, support plans. Many of our FSM6 children and families need support and a greater understanding of how important it is to be at school every day.
- Meetings with parents and carers – HT & SENDCO/Peter Higgins continuing to support improving attendance especially with families with social, emotional and mental health concerns. Social Worker involvement with a number of families to improve attendance.
- Benchmarking Data – sharing attendance data with Governors to compare overall absence data for 2023 (**5.96%**) and persistent absence data for 2023 (**13.91%**) for similar decile schools.

Wider Strategies to support SEMH

- Thrive Approach is used across school with 2 Thrive Practitioners who prioritise children who have the greatest need. Using the Thrive Online Portal to assess and monitor the children's SEMH progress to then tailor action plans to support them.
- Member of Staff trained as Senior Mental Health Lead to improve pupil mental health and wellbeing in school through training and implementation of mental health strategies. Links with NT Mental Health Practitioners who can also support families and children with SEMH.
- Wellbeing Review - To successfully implement a whole-school approach to mental health and wellbeing, where HT & Senior Mental Health Lead reviewed and reflected on their current practice and created an action plan for change to effect positive change in your school, whilst providing support to children, staff, and families.
- A range of enrichment activities have been provided over the year to enhance the curriculum and opportunities and experiences for the children. Evidence of events, clubs and activities are available on the website, twitter, Headteacher Reports and the Redesdale News. Opportunities and experiences in school are provided free to many of our disadvantaged children to enhance their learning and aspirations. Trips and events are carefully planned to accommodate all children and keep costs to families to a minimum.