



# Redfield Edge Primary School Premium Strategy Statement

Refer to Guidance <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>



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	Amount
School name	Redfield Edge primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	8%
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	November 2022
Statement authorised by	Lisa Robinson
Pupil premium lead	Lisa Robinson
Governor lead	Sian Fish

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,140
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£22,140</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Redfield Edge Primary School all members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to 'diminishing the gap' between vulnerable pupils and their peers by meeting their pastoral, social and academic needs within the school environment. Pupil Premium and Recover funding is used to remove barriers to learning so that all our pupils reach their full potential and engage fully in our curriculum and school life.

Our Key principles are

- Ensuring high quality teaching meets the needs of all learners across the curriculum
- Additional targeted academic support for some children
- Removing barriers to learning through wider strategies i.e. behaviour approaches, mental health and social/ emotional support , attendance, access to extracurricular activities

### Challenges

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

Challenge number	Detail of challenge
1	Wellbeing, mental health and safeguarding / Attitude to learning
2	Identifying and closing gaps in learning - supporting learning of basic skills (reading / maths)
3	Attendance
4	Limited wider curricular experiences

### 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
Pupil's self-worth, confidence and resilience will be improved. Children will feel positive about learning.	Pupils are emotionally ready to learn and demonstrate a positive attitude to learning. Emotional interventions (e.g. ELSA) demonstrate impact (e.g. through case stories, key adult and child scaling)

The tracking and monitoring of vulnerable groups will be more effective using the precision teaching model.	Children will make accelerated progress (reading and Maths)
Interventions will have maximum effectiveness and support the needs for each individual child.	
Attendance across the school will continue to improve.	Attendance will consistently be above 97%
Children will benefit from an engaging and enriched curriculum and participate fully in the life of the school, attending events, clubs, trips and residential trips.	Numbers of pupils attending extra-curricular clubs will increase. Numbers of pupils attending out of school activities will increase. Trips will be accessed by all children. Children will fully engage in the curriculum and opportunities on offer.

## 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.

Challenge number(s) addressed	Cost	Activity	Evidence that supports this approach
<b>2. Identifying and closing gaps in learning - supporting learning of basic skills</b> <b>READING</b> <ul style="list-style-type: none"> <li>Working below age related expectations</li> <li>Reading progress very slow</li> <li>Comprehension of text weak</li> <li>Lack of support / reading practise at home</li> <li>Reluctance in reading</li> </ul> <b>SPELLINGS</b> <ul style="list-style-type: none"> <li>Phonic and keyword interventions using the precision teaching model.</li> </ul>	<b>£3,525</b> <b>Reading assistant x2</b>  <b>£1,000</b> <b>contribution to subject leader time</b>  <b>£2,348</b> <b>contribution to Intervention TA</b>	<ul style="list-style-type: none"> <li>1:1 reading tuition with a reading assistant 2-5 days per week depending on need.</li> <li>Training programme for reading assistants to up-skill the provision</li> <li>Observations and feedback given by core leader (DK).</li> <li>New reading materials for reluctant readers.</li> <li>Continue to develop a love of reading – staff as role models.</li> <li>Whole class text and regular reading aloud opportunities.</li> <li>Reading booster sessions (Year 6)</li> <li>Volunteer readers encouraged and welcomed into school.</li> <li>Parent workshop on the importance of reading as children enter school in EYFS.</li> <li>Targeted support for pp pupils both in the class (core learning) and through intervention.</li> <li>Whole school focus on development of vocabulary – The Oracy Project</li> <li>Buddy reading – Y5 and Y6 pupils assigned to a Year 1 and Y2 pupil for the entire year. Regular buddy reading opportunities.</li> <li>Precision teaching and tracking of progress for individual pupils addressing gaps in learning.</li> <li>Introduction of new SSP (Rocket phonics) and training for all staff involved.</li> </ul>	<p>Education Endowment Foundation suggests a gain of 5 months' for 1 to 1 tuition type intervention.</p> <p>Education Endowment Foundation suggest a potential gain of 5 additional months' progress for effective phonics.</p> <p>Oracy / oral language development with a suggested gain of 6 months' additional progress.</p>

		<ul style="list-style-type: none"> <li>Nessy licenses available for identified pupils.</li> <li>Speech and language support – trained TA individual, targeted intervention</li> </ul>	
<b>2. Identifying and closing gaps in learning - supporting learning of basic skills</b> <b>MATHS</b> <ul style="list-style-type: none"> <li>Working below age related expectations</li> <li>Poor knowledge of place value</li> <li>Poor knowledge of basic number facts and times tables</li> <li>Difficulties with basic mathematical concepts</li> <li>Maths progress very slow</li> <li>Lack of support at home</li> </ul>	<b>£5767</b> <b>Reading assistant x3</b>  <b>£1,000</b> <b>contribution to subject leader time</b>	<ul style="list-style-type: none"> <li>1:1 Maths tuition carried out by x3 Maths assistants in school with a focus on arithmetic. Precision teaching model used consistently.</li> <li>Programme of training for Maths assistants around AREs and expectation.</li> <li>Observations and feedback given by core leaders (AA)</li> <li>Math zone introduced to encourage maths through play (lunchtime intervention)</li> <li>'TT rockstars' available to all pupils in KS2</li> <li>'Numbots' available to all pupils in KS1</li> <li>Maths workshops for parents – around calculation expectations (online)</li> <li>Increase in the amount of maths homework (times tables)</li> <li>Targeted support for pp pupils both in the class (core learning) and through intervention.</li> <li>Precision teaching and tracking of progress for individual pupils addressing gaps in learning.</li> </ul>	<p>Education Endowment Foundation suggests a gain of 5 months' for 1 to 1 tuition type intervention.</p> <p>Education Endowment Foundation suggests that targeted deployment, where teaching assistants are trained to deliver an intervention to individuals / small groups has a high impact with a gain of an additional 4 months.</p>

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

Budgeted cost: £

Challenge number(s) addressed	Cost	Activity	Evidence that supports this approach
<b>1. Social, emotional and mental health issues</b> Disruption at home Family bereavement Parent mental health Family illness Possible child protection concerns Trauma, ACEs  Anxiety Tiredness Low self-esteem Low self-worth Lack of confidence Unhappy children	<b>£6,500</b> <b>contribution towards Family Link Worker time and ELSA.</b>	<ul style="list-style-type: none"> <li>Mental Health team set up – mental Health and wellbeing award (silver) a key focus this year.</li> <li>Mental Health ambassadors (pupils) situated around the school.</li> <li>Referral process in place for any concerns about a pupil</li> <li>1:1 counselling / 'Time to Talk' sessions with Family Link worker to tackle issues such as bereavement, family breakdown, low self-esteem....</li> <li>Family Link worker supporting families with a wide range of needs.</li> <li>Referrals to outside agencies made</li> <li>Effective liaison and contact with outside agencies e.g School Health Nurse</li> <li>Tiredness notes issued to Family Link worker</li> <li>Sand tray therapy – timetabled sessions for identified pupils</li> <li>ELSA – timetabled sessions for identified pupils</li> <li>Continue the use of ELLI in every Classroom – stickers and certificates used to encourage children.</li> <li>Points system for in school achievements linked to the four houses.</li> </ul>	<p>Education Endowment Foundation suggest social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of the academic year.</p> <p>The potential impact of metacognition and self-regulation approaches is high with a potential gain of 7</p>

<p>COVID-19 related anxiety/trauma</p> <p><b>Attitude to learning</b></p> <p>Having a fixed mind-set and 'can't do' attitude.</p> <p>Not believing school has any value and is not important</p> <p>Lack of resilience</p> <p>Lack of aspiration</p> <p><b>Resources / basic needs</b></p> <p>Lack of proper school uniform (clothes not fitting / unwashed...)</p> <p>Lack of proper PE kit</p> <p>Lack of equipment at home to attempt homework (pencils, paper...)</p> <p>Hunger - Not eating breakfast before school</p>		<ul style="list-style-type: none"> <li>• Mrs Robinson - projects throughout the year – making our school better / making positive changes / having a role to play.</li> <li>• Careers day – (Y5 and Y6)</li> <li>• Well planned transition from primary school to Secondary school</li> <li>• Young leaders award</li> <li>• Uniform purchased for the family in extreme cases</li> <li>• Breakfast club subsidised / breakfast provided for pupils if needed</li> <li>• Toast provided for highlighted families</li> <li>• Homework club (lunchtime)</li> <li>• Regular meetings with Family Link worker to discuss needs and barriers – support offered by school or through referring to the appropriate agency.</li> <li>• EHAP written to address needs and request support if necessary.</li> <li>• Use of new sensory room</li> </ul>	<p>months' additional progress over the course of a year.</p>
<p><b>3.Attendance</b></p> <p>High level of broken weeks</p> <p>Persistent absentees (below 90% attendance)</p>	<p><b>No cost – included in leadership time</b></p>	<ul style="list-style-type: none"> <li>• Termly overview sheet of attendance for all pupils, year groups and vulnerable groups.</li> <li>• Pupils dropping close to 95% attendance are tracked carefully</li> <li>• Phone call or face to face meeting held for parents of any pupil dropping below 95% to gather 'the story' and offer support.</li> <li>• Persistent absentees met with regularly. EWO called in if necessary.</li> <li>• Regular attendance updates and reminders go out in the school newsletter (competition between year groups!)</li> </ul>	<p>Education Endowment Foundation parental engagement has a positive impact on average of 4 months additional progress.</p>
<p><b>4.Limited wider curricular experiences</b></p> <p>Non-attendance at extra-curricular opportunities</p> <p>Non-attendance at wider school events such as book at bedtime, school fair...</p> <p>Limited experiences in own time such as visits to historical places, participation in community events / clubs...</p>	<p><b>£2,000 Contribution towards foundation subject leader time – curriculum development</b></p>	<ul style="list-style-type: none"> <li>• Pupils encouraged to partake in extracurricular activities – school can subsidise if required – school to increase extra-curricular activities on offer as part of Health in Schools application</li> <li>• Educational visits and residential trips subsidised throughout the school year (when necessary).</li> <li>• Curriculum development</li> <li>• Young leader award</li> <li>• Enriched curriculum with visits and visitors bringing learning to life.</li> <li>• Pupil voice key to school improvement / development</li> <li>• Parental voice key to school improvement / development</li> </ul>	

**Total budgeted cost: £22,140**