



# 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.

**(2021 -2024)**

## 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	<b>2021 - 2024</b>
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	Review 2022-2023																																																																		
<p><b>2. Identifying and closing gaps in learning - supporting learning of basic skills</b></p> <p><b>READING</b></p> <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> <p><b>SPELLINGS</b></p> <ul style="list-style-type: none"> <li>Phonic and keyword</li> </ul>	<p><b>£3,525</b> Reading assistant x2</p> <p><b>£1,000</b> contribution to subject leader time</p> <p><b>£2,348</b> contribution to Intervention TA</p>	<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> </ul>	<p><i>There remains a clear positive impact on the additional support given in order to close gaps in reading for individual children.</i></p> <p><i>Reading assistants offer extra reading for those pupils identified by teaching staff as requiring further input with developing either fluency or comprehension skills.</i></p> <p><i>English Subject leader led training within the new phonic scheme to ensure a consistency in approach and resources.</i></p> <p><i>In KS1, phonic data demonstrates additional reading support along with phonic precision teaching (led by TAs in school) ensured all pupils in Year 1 passed their phonic screening.</i></p> <p><b>Year 1 Phonic Screening (30 pupils in the class)</b></p> <table border="1"> <thead> <tr> <th></th> <th>Cohort</th> <th>No. Exp. Std</th> <th>% Exp. Std</th> <th>LA Av 2023</th> <th>Nat Av 2022</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>30</td> <td>30</td> <td>100%</td> <td>82%</td> <td>75%</td> </tr> <tr> <td>CiC</td> <td>0</td> <td>0</td> <td>0%</td> <td>57%</td> <td></td> </tr> <tr> <td>EAL</td> <td>0</td> <td>0</td> <td>0%</td> <td>78%</td> <td>75%</td> </tr> <tr> <td>Female</td> <td>16</td> <td>16</td> <td>100%</td> <td>84%</td> <td>79%</td> </tr> <tr> <td>Male</td> <td>14</td> <td>14</td> <td>100%</td> <td>79%</td> <td>72%</td> </tr> <tr> <td>Non PP</td> <td>28</td> <td>28</td> <td>100%</td> <td>84%</td> <td>80%</td> </tr> <tr> <td>PP</td> <td>2</td> <td>2</td> <td>100%</td> <td>64%</td> <td>62%</td> </tr> <tr> <td>SEND E</td> <td>1</td> <td>1</td> <td>100%</td> <td>40%</td> <td>19%</td> </tr> <tr> <td>SEND K</td> <td>1</td> <td>1</td> <td>100%</td> <td>45%</td> <td>44%</td> </tr> <tr> <td>SEND N</td> <td>28</td> <td>28</td> <td>100%</td> <td>86%</td> <td>82%</td> </tr> </tbody> </table>		Cohort	No. Exp. Std	% Exp. Std	LA Av 2023	Nat Av 2022	All	30	30	100%	82%	75%	CiC	0	0	0%	57%		EAL	0	0	0%	78%	75%	Female	16	16	100%	84%	79%	Male	14	14	100%	79%	72%	Non PP	28	28	100%	84%	80%	PP	2	2	100%	64%	62%	SEND E	1	1	100%	40%	19%	SEND K	1	1	100%	45%	44%	SEND N	28	28	100%	86%	82%
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interventions using the precision teaching model.

- Targeted support for pp pupils both in the class (core learning) and through intervention.
- Whole school focus on development of vocabulary – The Oracy Project
- Buddy reading – Y5 and Y6 pupils assigned to a Year 1 and Y2 pupil for the entire year. Regular buddy reading opportunities.
- Precision teaching and tracking of progress for individual pupils addressing gaps in learning.
- Introduction of new SSP (Rocket phonics) and training for all staff involved.
- Nessy licenses available for identified pupils.
- Speech and language support – trained TA individual, targeted intervention

School is **significantly above National Average** with 100% of Y1 pupils passing the phonics screen check.

School is **significantly above LA average**, which was 82%.

New SSP introduced in Feb 2021 giving the children a whole year of high quality, consistent phonic lessons. Gaps in phonics learning were consistently addressed using precision teaching

Pupils in Year 2 receiving the additional support made accelerated progress also.

**Year 2 SATs (30 pupils in the class)**

	Pupils	Reading		
		%	LA Av 2023	Nat Av 2022
All	23	77%	71%	67%
CiC	1	100%	40%	
EAL	0	0%	63%	64%
Female	15	71%	73%	71%
Male	8	89%	69%	64%
Non PP	21	81%	74%	72%
Non SEND	21	84%	78%	75%
PP	2	50%	50%	51%
SEND E	0	0%	22%	12%
SEND K	2	40%	31%	30%

School scored **above in both National Average and LA average** in reading, with 77% of pupils in Year 2 achieving the expected standard or above.

KS1 reading data was strong in July 2023.

Our whole school approach raising the profile of reading through a number of strategies has positively impacted on home school engagement and outcomes across the school.

**Year 6 SATs (31 pupils in the class)**

	Cohort	Reading Outcomes									
		EXP+ %	LA Av 2023	Nat Av 2022	High %	LA Av 2023	Nat Av 2022	Av. Sc	LA Av 2023	Nat Av 2022	
		EXP+ %	EXP+ %	EXP+ %	High %	High %	High %	Av. Sc	Av. Sc	Av. Sc	
All	31	74%	72%	75%	29%	28%	28%	105.6	96.2	105.0	
CiC	0	0%	30%	0%	0%	10%	0%	0.0	8.4	0.0	
EAL	1	0%	66%	73%	0%	26%	27%	93.0	69.0	104.0	
Female	12	67%	74%	80%	25%	28%	33%	104.7	96.0	106.0	
Male	19	79%	70%	70%	32%	27%	23%	106.3	93.7	104.0	
Non PP	27	85%	76%	80%	33%	30%	33%	107.2	97.2	102.0	
PP	4	0%	53%	62%	0%	14%	17%	95.0	86.5	106.0	
SEND E	3	33%	22%	16%	33%	9%	4%	102.3	30.7	96.0	
SEND K	5	40%	45%	44%	20%	11%	10%	100.8	83.6	98.0	
SEND N	23	87%	80%	84%	30%	32%	33%	107.1	98.6	106.0	

School is **above LA average** with 74% of pupils achieving the expected standard in reading. National Average is 1% higher at 75%

**2. Identifying and closing gaps in learning - supporting learning of basic skills MATHS**

- Working below age related expectations
- Poor knowledge of place value
- Poor knowledge of basic number facts and times tables
- Difficulties with basic mathematical concepts
- Maths progress very slow
- Lack of support at home

£5767 Reading assistant x3  
£1,000 contribution to subject leader time

- 1:1 Maths tuition carried out by x3 Maths assistants in school with a focus on arithmetic. Precision teaching model used consistently.
- Programme of training for Maths assistants around AREs and expectation.
- Observations and feedback given by core leaders (AA)
- Math zone introduced to encourage maths through play (lunchtime intervention)
- ‘TT rockstars’ available to all pupils in KS2
- ‘Numbots’ available to all pupils in KS1
- Maths workshops for parents – around calculation expectations (online)
- Increase in the amount of maths homework (times tables)
- Targeted support for pp pupils both in the class (core learning) and through intervention.
- Precision teaching and tracking of progress for individual pupils addressing gaps in learning.

Maths outcomes at the end of Year 2 were very positive. School is **significantly above National Average** with 80% of pupils achieving the expected standard in Maths.

School is **above LA average**, which was 73%.

	Pupils	%	LA Av 2023	Nat Av 2022
All	24	80%	73%	68%
CiC	1	100%	30%	
EAL	0	0%	70%	67%
Female	16	76%	73%	67%
Male	8	89%	73%	68%
Non PP	22	85%	77%	73%
Non SEND	22	88%	80%	76%
PP	2	50%	49%	52%
SEND E	0	0%	27%	14%
SEND K	2	40%	35%	33%

50% of PP pupils achieved age related expectations in maths (2 out of four pupils) 1 pupil who did not make it has been since granted an EHCP.

With Year 6 outcomes, school scored **below both National Average (by 3%) and LA average (by 4%)** with 68% of pupils achieving the expected standard in Maths.

	Cohort	EXP+ %	LA Av 2023	Nat Av 2022	High %	LA Av 2023	Nat Av 2022	Av. Sc	LA Av 2023	Nat Av 2022
		EXP+ %	EXP+ %	EXP+ %	High %	High %	High %	Av. Sc	Av. Sc	Av. Sc
All	31	68%	72%	71%	16%	23%	22%	101.9	95.6	104.0
CiC	0	0%	30%	0%	0%	0%	0%	0.0	8.3	0.0
EAL	1	100%	77%	75%	0%	34%	28%	102.0	72.7	105.0
Female	12	42%	72%	71%	8%	19%	20%	98.4	93.9	103.0
Male	19	84%	73%	72%	21%	26%	25%	104.1	94.4	104.0
Non PP	27	74%	77%	78%	19%	26%	27%	103.1	96.6	105.0
PP	4	25%	48%	56%	0%	9%	12%	94.0	86.2	101.0
SEND E	3	100%	18%	15%	33%	2%	3%	105.0	31.6	96.0
SEND K	5	20%	42%	40%	20%	6%	7%	96.2	82.7	98.0
SEND N	23	74%	81%	81%	13%	27%	27%	102.7	97.9	105.0

Analysis of data across the school continues to show maths as a strength and in our recent Ofsted report, the work observed in maths was highly praised. Continued

individualised support through precision teaching and careful tracking of pupil's progress will help staff to support pupils in closing the gaps in their learning.

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

Budgeted cost: £

Challenge number(s) addressed	Cost	Activity	Review 2022-2023
<p><b>1.Social, emotional and mental health issues</b></p> <p>Disruption at home Family bereavement Parent mental health Family illness Possible child protection concerns Trauma, ACEs</p> <p>Anxiety Tiredness Low self-esteem Low self-worth Lack of confidence Unhappy children COVID-19 related anxiety/trauma</p> <p><b>Attitude to learning</b></p> <p>Having a fixed mind-set and 'can't do' attitude. Not believing school has any value and is not important Lack of resilience Lack of aspiration</p>	<p><b>£6,500 contribution towards Family Link Worker time and ELSA.</b></p>	<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> <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> </ul>	<p><i>Ofsted recognised during their visit in December 2022 the strength of our pastoral and SEMH support for pupils and their families.</i></p> <p><i>'Pupils enjoy attending this kind and nurturing school. They work hard for their teachers and play well together. Pupils learn well across a range of subjects. As a result, this is a happy, safe place for pupils to be.'</i></p> <p><i>'Leaders and staff share a passion for every pupil to do well. Pupils apply the school motto, 'Strive to be the best version of ourselves', to aim high and succeed. Leaders create an environment where pupils are valued and listened to.'</i></p> <p><i>'Leaders focus strongly on pupils' personal development. Pupils enjoy forest school and sports, and learn to play musical instruments. Pupils relish their leadership roles such as being school councillors and mental health ambassadors.'</i></p> <p><i>Our focus on developing the whole pupil helps us to create kind, thoughtful and ambitious pupils. Our children understand what it means to be a good citizen and they are passionate becoming the best version of themselves.</i></p>

<p><b>Resources / basic needs</b></p> <p>Lack of proper school uniform (clothes not fitting / unwashed...) Lack of proper PE kit Lack of equipment at home to attempt homework (pencils, paper...) Hunger - Not eating breakfast before school</p>		<ul style="list-style-type: none"> <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><i>Pastoral support helps to give families what they need for their children to be successful at school. Financial support for basis resources have been offered and taken up on occasion.</i></p> <p><i>Recent work on parental engagement has been positive with parents attending workshops led by professionals such as school Health Nurse, Supportive Parents and Inclusion Support.</i></p>																																					
<p><b>3.Attendance</b></p> <p>High level of broken weeks 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><i>Attendance is tracked carefully by leaders and it continues to be a positive picture in comparison to national data.</i></p> <p><b>Whole school (up to 19<sup>th</sup> June)</b> <b>School <u>95.6%</u> National Average <u>93.7%</u></b></p> <p><b>FSM Attendance</b></p> <table border="1" data-bbox="1106 695 2112 992"> <thead> <tr> <th colspan="4">FSM Pupils</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td></td> <td><b>93.6%</b></td> <td></td> </tr> <tr> <td>Male</td> <td>3</td> <td><b>93%</b></td> <td></td> </tr> <tr> <td>Female</td> <td>11</td> <td><b>93.7%</b></td> <td></td> </tr> <tr> <td>PP</td> <td>14</td> <td><b>93.6%</b></td> <td></td> </tr> <tr> <td>SEND</td> <td>6</td> <td><b>91.2%</b></td> <td></td> </tr> <tr> <td>In Year admission</td> <td>1</td> <td><b>78.4%</b></td> <td>(EWO involvement)</td> </tr> </tbody> </table> <p><b>FSM totals</b> 14 pupils with av attendance <b>93.6%</b> 194 pupils NOT FSM av attendance <b>96%</b> (diff 2.3)</p> <p><b>Current information (up to 19<sup>th</sup> June)</b></p> <p><b>FSM average <u>93.1%</u> National average 91.2%</b></p> <p><b>NOT FSM <u>95.8%</u> National average 94.6%</b></p> <p><b>Other Headlines (Up to 19<sup>th</sup> June)</b></p> <table border="1" data-bbox="1106 1390 2112 1495"> <thead> <tr> <th>Group</th> <th>Redfield Edge</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>In year admission -</td> <td>92.5%</td> <td>91%</td> </tr> <tr> <td>EAL</td> <td>94.2%</td> <td>93.3%</td> </tr> </tbody> </table>	FSM Pupils				All pupils		<b>93.6%</b>		Male	3	<b>93%</b>		Female	11	<b>93.7%</b>		PP	14	<b>93.6%</b>		SEND	6	<b>91.2%</b>		In Year admission	1	<b>78.4%</b>	(EWO involvement)	Group	Redfield Edge	National	In year admission -	92.5%	91%	EAL	94.2%	93.3%
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			Service child	97.3%	95.4%
			Looked after	96.5%	94.2
<p><b>4.Limited wider curricular experiences</b>            Non-attendance at extra-curricular opportunities            Non-attendance at wider school events such as book at bedtime, school fair...            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>	<p><i>Children eligible for PP funding are fully included in all school activities and are strongly encouraged to participate in the wider life of the school. Staff will go above and beyond to accommodate pupils involvement in activities such as discos, performances and after school clubs.</i></p> <p><i>School offers a subsidy for all pupils receiving PP funding for residential trips in upper KS2. A significant amount is paid by the school to support families in enabling their child to attend and enjoy the same experience as the other children taking part if they so wish.</i></p> <p><i>Parents are asked for a donation towards class trips to help with funding the experience. School subsidises any short fall to ensure the trip can go ahead.</i></p> <p><i>PP pupils are always involved in pupil voice sessions so their views are taken on board. This ensures that children feel part of decision making process and increases their sense of belonging in school.</i></p>		

**Total budgeted cost: £22,140**