

Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Data
School name	Red Marsh School
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	60% (50 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023* *The focus of our plan and targets will remain the same for three years. However, data will be analysed yearly to confirm positive impact and allow amendments to the strategies.
Date this statement was published	12 th September 2022
Date on which it will be reviewed	August 2023
Statement authorised by	Mrs J Slater
Pupil premium lead	Mrs T Taylor
Governor lead	Mrs S Hargreaves

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,110 (April 22 – March 23) Indicative
Recovery premium funding allocation this academic year	£12,905 (Sept 22 – Aug 23)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 70,015 (Sept 22 – Aug 23) Indicative

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective is for our disadvantage pupils to make at least the same progress as their peers, reducing any gaps that disadvantage may create.

Our strategy plan aims to address the two key areas that we have identified as barriers to learning for our pupils in receipt of Pupil Premium. These two areas are communication and for our more able pupils reading comprehension.

Challenges

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

Challenge number	Detail of challenge
1a	Reduced priorities and resources to facilitate and support communication
1b	Reduced priorities and resources to facilitate and support reading
2	Reduced opportunities to engage in a wide range of experiences beyond the home reducing communication and language acquisition
3	Reduced stability within the home creating a need to support families to provide a stable environment which enables effective communication and reading opportunities to take place
4	A lack of understanding of how to support communication at home (A lack of effective communication is a barrier to all learning)
5	A lack of understanding of how to support reading development at home (reading for our most able pupils is an important life skill which can lead to positive outcomes)

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 (Aim)	Success criteria (Evidence of Impact)
In basic skills i.e. cognition and learning or English 65% - 79% the large majority of KS1-KS4 pupils in receipt of pupil premium will make expected or exceed expectations.	When benchmarked against the NWSCAP progressions tables the large majority of pupils will make expected or exceeded progress in cognition and learning or English.

<p>The large majority of EOKS pupils will achieve at least 65% - 79% of their EOKS personalised communication outcomes.</p>	<p>Analysis of EOKS outcomes and evidence will demonstrate over 65% - 79 % of pp pupils will have achieved their personalised EOKS, outcomes as outlined in their EHCP plan, for communication / interaction.</p>
<p>The progress of pupil premium pupils will be the same or similar to their peers</p>	<p>Comparative data analysis will identify pp pupils achieve at least as well as their peers</p>
<p>Wider Outcomes</p>	
<p>The large majority of EOKS pupils will achieve at least 65% - 79% of their EOKS personalised Social Emotional and Behaviour outcomes</p>	<p>Analysis of EOKS outcomes and evidence will demonstrate over 65% - 79% of pp pupils will have achieved their personalised EOKS, outcomes as outlined in their EHCP plan for social emotional and behaviour targets</p>
<p>The vast majority of pp EOKS 4 pupils will apply their skills to achieve the ASDAN Transition Challenge Award</p>	<p>80 % EOKS for pupils will be accredited through ASDAN a Transition Challenge Award</p>

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: met through school budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers take all opportunities to develop communication and reading across the curriculum. Given time to liaise and develop resources with SALT, pupil premium champion and reading support.	See below	1a, 1b, 2, 3, 4, 5

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

Budgeted cost: £ 55875 topped up by school budget to ensure additional TA throughout the day to support communication.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Three stage communication strategies and interventions Stage 1 – Funded extra TA so pupils have high quality communication and language throughout the day. Stage 2 – Pupil premium lead specialist input to support quality teaching of communication throughout the day. Stage 3 – 1:1 targeted intervention.	Internal data supports using PP funding to provide targeted communication strategies and interventions to support disadvantage pupils to make at least the same progress as their peers, reducing any gaps that disadvantage may create This is supported by EEF who identified oral language interventions have very high impact for very low costs based on extensive evidence	1a, 2, 3 and 5
Three stage targeted reading and interventions to support language acquisition	Internal data supports using PP funding to provide targeted communication strategies and interventions to support disadvantage pupils to make at least the same progress as their peers,	1b, 4 and 6

<p>Stage 1 – Funded extra TA so pupils are taught high quality reading and language acquisition skills throughout the day. Stage 2 – Pupil premium lead specialist input to support quality teaching of reading and language acquisition throughout the day. Stage 3 – 1:1 targeted intervention.</p>	<p>reducing any gaps that disadvantage may create This is supported by EEF who identified reading comprehension strategies have very high impact for very low costs based on extensive evidence</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted home school family links</p>	<p>EEF identifies when a parent can work directly with their child one to one this typically shows greater impact on the child is learning. Therefore helping families to be stable enough to provide time with their child support families to provide these one to one opportunities.</p>	<p>1a, 1b, 2, 3, 4 and 5</p>

Total budgeted cost: £ 70,015

Part B: Review of outcomes in the previous academic year 2021-22

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Aim	Impact	Outcome
In basic skills, i.e. cognition and learning or English 65% -79% (large majority) KS1 – 4 of pupils in receipt of pupil premium will make expected or exceed expectations.	When benchmarked against the NWSCAP progressions tables the large majority of pupils will make expected or exceeded progress in cognition and learning or English.	Achieved. Pupils in receipt of pupil premium (KS1 -4) (13 pupils) exceeded this target. With 92% (12) achieving this target.
The vast majority of EOKS PP pupils will achieve at least 65% - 79% of their EOKS personalised communication outcomes .	Analysis of EOKS outcomes and evidence will demonstrate over 65% - 79% of pp pupils will have achieved their personalised EOKS, outcomes as outlined in their EHCP plan, for communication / interaction.	Achieved Large majority 79%(15 pupils out of a total of 19 pupils) achieved at least 65% - 79% of their personalised communication outcomes.
The progress of pupil premium pupils will be the same or similar to their peers	Comparative data analysis will identify pp pupils achieve at least as well as their peers	Achieved - Education Health Care Targets for all EOKS pupils in KS1 – KS4 demonstrated that pupils in receipt of pupil premium achieve higher in the large majority or above of their EHCP targets than their peers in communication and interaction and cognition and learning, which includes Communication and English. The EYFS data also demonstrates The data demonstrated that pupils in receipt of pupil premium (6) achieved higher than their peers in three areas of learning: Communication and Language; Literacy; Mathematics and Expressive Art and Design.

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Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
The large majority of EOKS pupils will achieved at least 65% - 79% of their EOKS personalised Social Emotional and Behaviour outcomes	Analysis of EOKS outcomes and evidence will demonstrate over 65% - 79 % of pp pupils will have achieved their personalised EOKS, outcomes as outlined in their EHCP plan for social emotional and behaviour targets	63% (12 pupils) the majority achieved at least 65% - 79% of their EOKS personalised Social Emotional and Behaviour outcomes
The large majority of pp EOKS 4 pupils will apply their skills to achieve the ASDAN Transition Challenge Award	80 % EOKS for pupils will be accredited through ASDAN a Transition Challenge Award	100% (6) pupils entered for Transition Challenge were awarded the highest level of accreditation gaining Gold Award

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
No externally provided programmes were used	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A