

This statement details our school's planned use of pupil premium funding to help improve the attainment of our disadvantaged pupils in 2022-23

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:**

<b>Detail</b>	<b>Data</b>
School name	Redhill Primary School
Number of pupils in school	190 (March 22)
Proportion (%) of pupil premium eligible pupils	65% (March 22)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	L Banks
Pupil premium lead	L Banks
Governor / Trustee lead	R Worth

**Funding Overview:**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£159,000
Recovery premium funding allocation this academic year National Tutoring Programme – 60%	£17,658
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£176,658</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## **Part A: Pupil Premium Strategy**

### **Statement of Intent:**

The aims for disadvantaged pupils at Redhill Primary is that they achieve at least the same academic achievements (attainment and progress) as non-disadvantaged pupils with similar starting points, that they have equal access to the extended curriculum and enrichment opportunities and finally, that poor mental health is not a barrier to academic and emotional success. Our current strategy supports these aims by ensuring pupils receive high quality first teaching in all subjects, but with a specific focus on reading, writing & maths.

Funding is also targeted to ensure disadvantaged pupils are offered equal access our extended curriculum. We adopt other strategies to remove socio economic barriers as well as offering wellbeing & mental health support.

### **Objective**

- All pupils have access to a stimulating, inspiring learning environment where they feel safe and ready to learn.
- All pupils experience a broad, balanced curriculum which engages them and motivates them to learn
- All staff have high expectations of all pupils and pupils have high aspirations for their own future.
- All children have the access to high quality first teaching.
- Where appropriate, challenge and/or support is given to enable children to thrive academically and socially.
- Attainment and progress of disadvantaged pupils at Redhill Primary is at least in line with their peers with similar starting points.
- Disadvantaged pupils have equal access to enrichment activities and the extended curriculum.
- All disadvantaged pupils will be given support to meet national expectations for attendance and persistent absence.

### **How does current plan work toward objectives**

In line with the 3-tiered approach in EEF's pupil premium guide, activities:

- support the quality of teaching, including staff professional development, assessment materials & resources;
- provide targeted academic support, including tutoring; and
- tackle non-academic barriers to academic success, like attendance, behaviour, safeguarding and social and emotional support

## Key Principles of the Strategy

### Challenges:

Challenge number	Detail of challenge
1	Attendance Data & Levels of Persistent Absence
2	Behaviour incidents & exclusion data
3	All groups' progress to match national averages particularly those with an identified vulnerability
4	Information on well being, mental health & safeguarding
5	Access to technology & curricular materials/enrichment activities

### Intended outcomes:

Intended outcome	Success criteria
A culture of high expectations ensures all groups have improved progress to match national averages.	Progress rates are within the norms for national averages
Attendance of children identified as Persistently Absent in 21/22 matches national for 22. Exclusions of our most vulnerable is with national norms.	Data is in the norms for national averages of groups.
SET's digital strategy implemented during 22-23	Students have access to technology in school & at home wherever possible to support intervention within & away from the classroom
Parental Engagement is reactivated	Parents have a shared & codesigned role in the education of their children

**Activity in this academic year: Teaching: Budget Cost: Pupil Premium £84,800 +National Tutoring Programme £17,658 = £103,458**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small Group Phonics Teaching in KS1 £6,300</i>	The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.	2,3,5
<i>Small group support for Y6 - £1,500</i>	The average impact for reducing class size is around 2 months additional progress over the course of an academic year.	2,3,5
<i>Speech &amp; Language intervention £1,000</i>	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.	2,3,4,5
<i>Teaching Assistant Support in class 15hrs/wk £76,000</i>	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants	1,2,3,4,5

	are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures	
<i>Academic Mentor</i> 60% -£12,600	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	2,3,5
<i>School Led Tutoring</i> £5,058	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	2,3,5

#### Targeted Academic Support: Budget Cost: £8,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Digital Strategy Resources</i> £22,900	Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects	1,2,3,4,5
<i>Reading Plus – KS2 reading intervention</i> £1,400 (£4200 over 3 years)	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	1,3,5
<i>Mirodo English, Maths &amp; Science intervention</i> £700	On average, individualised instruction approaches have an impact of 4 months' additional progress.	1,3,5
<i>NTS Diagnostic Assessments including training &amp; moderation</i> £1,500	Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects	2,3,5
<i>Early Reading Resources</i> £3,000	The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.	2,3,5

#### Wider Strategies: Budget Cost: £44,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast Club &amp; Morning Study Support</i> £11,100	The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.	1,2,3,4,5

<i>Home School Liaison to support attendance &amp; pastoral needs</i> £14,300	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	1,2,3,4
<i>Parental Engagement &amp; Workshops</i> £3,000	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	1,2,3,4,5
<i>ELSA, Emotional Literacy Support CPD Costs</i> £3,500	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	1,2,3,4,5
<i>Forest School support hours</i> £1,250	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	1,2,3,4,5
<i>Music Support Costs</i> £1,200	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.	1,2,3,4,5
<i>Curriculum Enrichment Support eg Performing Arts, Panto</i> £3000	Improved outcomes have been identified in English, mathematics and science.	1,2,3,4,5
<i>Mental Health Support</i> £2,400	On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	1,2,3,4
<i>Basic Need support – uniform/food</i> £2,000	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.	1,2,3,4
<i>Contingency</i> £2,950		

**Total Budget Cost: £159,000**