

# Pupil premium strategy statement – Redbrook Church of England Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	23
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025 to 2026-2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Natalie Frey, Head teacher
Pupil premium lead	Amy Wilson, Deputy head teacher
Governor / Trustee lead	Alice Jomain, lead for pupil premium pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4,440
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£4,440

# Part A: Pupil premium strategy plan

## Statement of intent

**Love is at the centre of our federation with the importance of developing the whole child at the heart of all we do.**

**As a nurturing, inclusive community we enable and engage all to grow, flourish and succeed; discovering a **love** for one another, for **learning** and for **life**.**

**We seek to inspire ambition, courage and respect to give our children the skills they will need to live in a diverse and ever- changing world now and in the future.**

At Redbrook our vision and values are core to the experiences and education that we provide. Our approach to supporting all of our children including those who are disadvantaged is highly individual and personal. It is based on identifying the needs of our children and their families and developing an understanding of the challenges they face. Building positive relationships with our families is central to our strategy as this secures a collaborative approach to improving outcomes for our children.

An essential part of our strategy involves hearing the perspectives of our children and understanding more about them as individuals. In line with our federation procedures, all disadvantaged children engage in structured conversations with their class teacher at least once a term. This then feeds into the planning process alongside assessments and the views of other stakeholders.

Our aim is for all children who attend Redbrook primary school to thrive both academically and personally. Our pupil premium funding is used to ensure that all children who attend our school are well supported through high quality teaching. Consequently, our strategy prioritises the development and enhancement of skills for our teaching team. Due to us being federated, both training, development and subject leadership is a shared responsibility between both schools and as a result the full budgeted cost for Redbrook is not reflective of the high priority that this takes within our strategy.

To supplement the high quality teaching and learning within our school, our children benefit from targeted support through evidence based intervention. Analysis of the individual needs of our disadvantaged pupils determines the provision and the impact of this provision is evaluated termly. Advice and guidance is sought from external professionals to secure the quality of the intervention and the skills of those who deliver it.

Our enrichment offer continues to be a strength of the school and provides additional experiences for our disadvantaged children and all children who attend the school on a full time basis.

## Challenges

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

Challenge number	Detail of challenge
1	Monitoring through learning walks and assessment has identified that our disadvantaged pupils would benefit from increased consistency of high quality teaching in phonics and the need for improved targeted support for those pupils making the slowest progress in reading.
2	Monitoring and assessment has highlighted a need to raise standards in writing, with a focus on grammar, punctuation and spelling for our disadvantaged pupils.
3	Assessment and monitoring has raised a need to secure all pupils including our disadvantaged pupil's knowledge and understanding of the four operations in maths.
4	Analysis of attendance data identifies that the attendance of our disadvantaged children is lower than that of non-disadvantaged pupils, therefore impacting on their access to the curriculum.

## 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
<p><u>Phonics/ Early reading</u></p> <p>All children will learn to read effectively and quickly. Our aim is that through the systematic teaching of phonics all children learn to read fluently and confidently and have completed the RWI phonic scheme by the end of the Autumn term in year 2.</p> <p>Children making the slowest progress are identified and supported early through consistent high quality phonics teaching and carefully targeted tutoring.</p> <p>Parents understand how we teach phonics and are supported to secure the skills that will enable them to support their child/ children at home.</p>	<p>Provision mapping used to evaluate the impact of 1:1 tutoring support shows an increase in progress for our lowest 20% and disadvantaged learners.</p> <p>Learning walks and pupil voice of both phonic teaching and tutoring confirm that all children are engaged in high quality, consistent teaching that demonstrates fidelity to the scheme.</p> <p>Half-termly assessments show all children meeting progress expectations or making good progress from their starting points.</p> <p>Parents are engaged in their child's early reading journey attending our phonics morning to learn more about the process and how to support their child.</p>

	<p>Teachers consistently support parents of flexi-school or absent children with the teaching of phonics by providing a link to the appropriate speed sound lesson through tapestry. Parents access these with their child and listen to them read a minimum of three times weekly.</p>
<p><u>Attendance</u> Increased rates of attendance (above 96%) for our disadvantaged children through improving parental engagement and attitudes towards attendance and unauthorised absence.</p>	<p>Our Wye Forest Federation attendance monitoring procedures are in place and followed consistently. This will ensure that pupils' attendance meets the expected standard, and effective intervention is provided where pupils' attendance falls below the standard.</p> <p>In addition: Staff facilitate regular and supportive meetings with disadvantaged families and children who have less than good attendance.</p> <p>Staff respond to the needs of families and support families in accessing school more regularly.</p> <p>External agency support is in place where appropriate.</p>
<p><u>Maths</u> All children are confident with using the four operations. Monitoring and assessment of arithmetic shows increased fluency.</p>	<p>Mastering number is taught 4x weekly for all children in EYFS/KS1</p> <p>All maths lessons begin with a focus on revisiting prior learning. This will involve a couple of questions on learning they have already completed. In KS2, this is informed by their weekly arithmetic test.</p> <p>Weekly arithmetic test scores improve as a result of the focus on revisiting prior learning in all maths lessons.</p>
<p><u>Writing</u> All children achieving the expected standard in writing. Children demonstrating secure year group specific knowledge in grammar, punctuation and spelling.</p>	<p>All children are taught the year group specific spellings weekly (adapted for SEND children).</p> <p>Year group non-negotiable writing skills are used consistently in all writing.</p> <p>Feedback and marking impacts on children's progress in writing-in particular their skills in spelling, grammar and punctuation.</p>

	Precision teaching is implemented as a targeted approach for the teaching of spelling for children with literacy difficulties.
--	--

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost: £1,129.89 (additional funding through federation)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read write inc development day and access to portal.</p> <p>Development day includes training, support and guidance for the reading leader and specific training for our reading teachers based around our pupils needs.</p>	<p>The EEF reports ‘Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.’</p>	1
<p>Implementation of the NCETM mastering number programme.</p>	<p>Recommended through the Maths Hub. Implementation of this programme aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.</p> <p><a href="#">Mastering Number at Reception and KS1   NCETM</a></p>	3
<p>Dedicated staff meeting time to professional development of high quality teaching, including opportunities to review and refine practice in writing.</p>	<p>Providing investment in high-quality professional development is a key factor in improving standards.</p> <p><a href="#">Pupil-Premium-2023.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	2 and 3

RWI practice and coaching sessions (weekly)	RWI maintain the importance of practice and coaching in creating a culture of improvement.	1
Training for maths lead in using manipulatives in KS2. 'Maths-manipulatives to support all aspects of the curriculum KS2'.	EEF guidelines on improving Maths in KS2 and 3 summary of recommendations supports the use of manipulatives and representations. Within the guidance they propose that manipulatives enable pupils to engage with mathematical ideas. They suggest that these need to be used purposely and appropriately to have an impact.  <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a>	3

## Targeted academic support

Budgeted cost: £3,310.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily tutoring support for phonics, reading and spelling aimed at our disadvantaged pupils.	EEF guidance raises the importance of high quality structured interventions to help pupils struggling with literacy.  <a href="#">Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1 and 2
Precision teaching training through Gloucestershire Advisory Teacher Service and tutoring support through Advisory teacher visit (spelling and reading)	EEF guidance raises the importance of high quality structured interventions to help pupils struggling with literacy.  <a href="#">Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1 and 2

## Wider strategies

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Wye Forest Federation attendance monitoring procedures are in place. Including Weekly monitoring of attendance so issues are identified as soon as they arise. Effective intervention is provided in the form of phone calls, letters, leaflets and target setting with further support from the local authority inclusion officer if required.</p>	<p>The EEF outlines evidence and research based themes support increasing attendance. This includes building relationships with families and ensuring open communication.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Supporting attendance   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>
<p>Opportunities for parents to come into school to learn more about their children's learning. Planned events include:</p> <ul style="list-style-type: none"> <li>-Welcome meeting</li> <li>-Phonics morning</li> <li>-Reading morning</li> <li>-Maths morning</li> </ul>	<p>Parental engagement is linked to improving children's academic outcomes. The EEF maintains the importance of providing practical strategies they can implement at home. Guidance suggests that for young children promoting shared reading to be a central component of any parental engagement approach.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>
<p>Prostars lunch club and after school sports club- 1x weekly for all children at school</p>	<p>Evidence suggests that disadvantaged children may be less likely to benefit from sports clubs outside the school environment due to financial costs. Therefore providing sports clubs free of charge enables participation of all. There is some evidence to suggest improved attendance linked to physical activity approaches.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>
<p>Registered as a Trailblazer school to ensure access to targeted mental health support through Young Minds Matter</p>	<p>The DfE highlights the role of schools in providing targeted support and appropriate, timely referrals. This is echoed in guidance from Public Health England who detail the 8 principles to the whole school approach of promoting children and young people's mental health and wellbeing in school.</p> <p><a href="https://www.gov.uk">Promoting children and young people's mental health and wellbeing - GOV.UK (www.gov.uk)</a></p>	<p>4</p>

**Total budgeted cost: £4,400**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcome	Assessment of intended outcome
<p>To raise attainment in reading, writing and maths in line with and exceeding the national average.</p>	<p>Data from key stage 2 assessments 23-24 exceeded the national average for pupils achieving the expected standard in reading, writing and maths. KS1 assessments in 2324 showed that children who had completed their EYFS/ KS1 journey at Redbrook met the expected standards in reading, writing and maths.</p>
<p>To ensure children make good progress in phonics and are able to read fluently. Making at least expected progress and passing the year 1 phonic check.</p>	<p>Assessments show that children who start with us in reception make good progress in phonics and mostly meet the standard of the PSC. Mobility in and out of our EYFS/ KS1 class impacts external data due to our small cohorts. Where children don't meet the expected standard, advice and guidance is sought from outside agencies and the assess, plan, do, review approach is implemented based on their individual needs.</p>
<p>To achieve and sustain improved social, emotional and mental health for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Throughout the past three years our support for social, emotional and mental health and wellbeing has improved greatly. We have invested in staff knowledge and training on the importance of building trusting relationships. All children in the school emotionally check-in daily and adults respond to this sensitively and in the moment. Whilst we previously set up ELSA within the school this has ceased due to staff changes. Young Minds Matter support is established in the school and parents and families are well supported by the service. Additionally, Artspace a local charity ran a programme within the school aimed at reducing stress and anxiety and boost low mood, wellbeing and self-esteem of children by enabling participation in creative activities. Further support for identified children is also provided through play therapy. Further work needs to be completed to assess the impact although families and children report positively on the current level of support available and experiences offered.</p>