

## Pupil premium strategy statement

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	Redbrook C of E Primary School
Number of pupils in school	25
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Natalie Frey, Headteacher
Pupil premium lead	Amy Wilson, Deputy Headteacher
Governor / Trustee lead	Chris Mc Farling, lead for pupil premium pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1385
Recovery premium funding allocation this academic year	£1,599
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£2,984

# Part A: Pupil premium strategy plan

## Statement of intent

Aims of the Pupil Premium:

At Redbrook Primary School we aim to spend our Pupil Premium funding in the most effective ways. We consider both the academic and wellbeing needs of our children. We are dedicated to ensuring that all our pupils make excellent progress and standards of achievement are high. We target the funding well from the outset.

As a result, high quality teaching is central to our approach to school development and is prioritised within our school improvement plan. We are passionate and pro-active about creating a learning culture and teachers are continually being supported to develop and improve their teaching through training and development opportunities.

Furthermore, we aim to be responsive and flexible to individual needs and use progress and tracking procedures to identify the strengths and weaknesses of individual pupils. We use a combination of both standardised assessment tools and teacher feedback to inform and develop the strategy. Evidence based intervention strategies are used in order to close gaps in the attainment of disadvantaged and non-disadvantaged pupils. Early identification is a key aspect of our targeted intervention programme. These strategies are routinely evaluated and analysed, as is the impact upon pupil attainment.

Wider strategies are used to improve levels of attendance and to provide support for the social and emotional needs of our children. We offer support to all children who need it and not just those who are disadvantaged. Redbrook primary school strongly believes that working together with parents, carers and the wider community is vital. The federation works with parents and members of the local community, providing additional support and signposting external agency support, where necessary.

Our approach aims to improve outcomes for all our pupils and raise expectations.

## Challenges

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

Challenge number	Detail of challenge
1	Internal and external (where available) assessments indicate that reading, writing and maths attainment has been impacted for all our children as a result of the Covid-19 pandemic.
2	Despite positive outcomes in phonics for our current Key Stage 1 cohort we have a number of children within Key Stage 2 who are continuing to need support to address phonic gaps and develop reading fluency.
3	Teachers have observed that the well-being of all our pupils has been impacted greatly in response to the school closures as a result of Covid 19. As a result, we have had an increase in the number of children needing in school and

	external support for social, emotional and mental health needs. Currently we have 9 children accessing ELSA support.
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## 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
To raise attainment in reading, writing and maths in line with and exceeding the national average.	Spiral curriculum will be embedded and well implemented QFT strategies used effectively to close gaps for all pupils. Disadvantaged pupils to attain in line with their peers across the curriculum.
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.	Continued implementation and consistent, high quality approach to phonics teaching through the use of RWI. Most children to complete the programme by the end of year 1 with a small amount of children completing by Autumn 2 of year 2. Disadvantaged pupils to achieve in line with their peers. External data through phonics screening check will support this 24/25.
To achieve and sustain improved social, emotional and mental health for all pupils in our school, particularly our disadvantaged pupils.	Qualitative data from pupil, parent and teacher voice will support sustained high levels of wellbeing. We will increase the engagement of disadvantaged pupils through enrichment activities. Early identification through the use of ELSA's and external agencies will be well established.

## 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: £1,112 (federation funding used to supplement)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Read Write Inc Blended Training Package to improve consistency and sustain high standards in phonics for all children. To include a development day for all reading teachers.	EEF Key Stage 1 Literacy Guidance Report recommends the effective implementation of a systematic phonics programme. Within this they raise the importance of training and teachers of the scheme having the necessary pedagogical skills and content knowledge.  <a href="https://d2tic4wvo1iusb.cloudfront.net/Literacy_KS1_Guidance_Report_2020.pdf">Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1 and 2
Parents invited in to join children for either a phonics/ reading session or a guided reading session.	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.  <a href="https://www.educationendowmentfoundation.org.uk/Working-with-Parents-to-Support-Children's-Learning">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>	1 and 2
Training:  Educational Psychologist to lead behaviour training with a focus on trauma  ATS training positive language to improve behaviour of children with SEMH	To improve access to learning by ensuring children are understood, supported and nurtured to thrive.  <a href="#">Becoming Trauma Informed, Network for Church of England Schools, Sept 2021- July 2022</a>  Evidence from the EEF shows the positive impact of social emotional learning on academic attainment (equivalent of 4 months). They recommend the teaching of direct skills both in dedicated and teaching time.  <a href="https://d2tic4wvo1iusb.cloudfront.net/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	3
Training: Drawing and talking therapy	Person centred therapeutic approach to allow children to discover and communicate emotions through a non-directed technique.	3

Dedicated staff meeting time to professional development of high quality teaching-current best practice	Providing investment in high-quality professional development is a key factor in improving standards.  <a href="https://www.eef.org.uk/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a> (d2tic4wvo1iusb.cloudfront.net)	1 and 2
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## Targeted academic support

Budgeted cost: £0

NELI-Improving language and literacy skills	The EEF reports found a 30-week version of NELI within Nursery and Reception made 4 additional months progress. A later evaluation also showed that language skills were maintained 6 months later.  <a href="https://www.eef.org.uk/nuffield-early-language-intervention-re-grant">Nuffield Early Language Intervention (re-grant)   EEF</a> (educationendowmentfoundation.org.uk)	4 and 5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1872

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing ELSA intervention/ trained ELSA TA's in class	Evidence from the EEF shows the positive impact of social emotional learning on academic attainment (equivalent of 4 months). They recommend the teaching of direct skills both in dedicated and teaching time.  <a href="https://www.eef.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf</a> (d2tic4wvo1iusb.cloudfront.net)	3

**Total budgeted cost: £2,984**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

All staff have now been trained to deliver Read Write Inc phonics and our current year 1 cohort are making good progress and meeting age related expectations. In 2122 we had one year 1 pupil, they passed the phonic screening check. We continue to have a small number of ks2 children working on our phonics programme but systematic, small group teaching is ensuring that gaps are closed and as a result less ks2 children are working within the scheme. Consequently allowing them to focus on developing their comprehension skills instead.

Pastoral support through our trained ELSA has been well implemented across the school and we have received positive feedback from children about their sessions. We are beginning to see how children are using strategies from their work with an ELSA to improve their social relationships within the school community.

## Further information

Additionally, in considering the improvement of teaching and learning for all pupils, the school improvement plan prioritises the teaching of writing with a focus on planning. Through addressing our approach to the teaching of writing we will be developing our planning sequences using strategies from the 'five a day' principle to improve our teaching for all. Opportunities to develop high quality practice are planned for and dedicated staff meeting time will be assigned to them. High quality teaching continues to be a priority for the school. In Autumn 22 this will focus on retrieval practice and frequent checks for understanding for all pupils across the curriculum.