Pupil premium strategy statement

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.

School overview

Detail	Data
School name	The Reddings Primary and Nursery School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-22 to 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Emma Fleet Head Teacher
Pupil premium lead	Eileen Murphy Assistant Head
Governor / Trustee lead	Gill Knibbs Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65905
Recovery premium funding allocation this academic year	£3552
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£69457

Part A: Pupil premium strategy plan

Statement of intent

At The Reddings Primary and Nursery School we strongly believe that irrespective of beginnings all children should be able to be the best that they can be.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential so at The Reddings, we are determined to provide the support and guidance they need to help them overcome these barriers and this support is laid out in this strategy plan.

Through high quality teaching and clearly sequenced progression of skills and knowledge, we aim to provide all our learners with access to a rich, diverse and varied curriculum with concrete opportunities to apply their knowledge but also to raise their aspirations, providing them with new experiences that will widen their world view.

Intent:

Remove barriers to learning

Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally

Raise self- esteem and mental well- being and to develop resilience

Ensure all learners develop a love of reading, can read confidently and with good understanding to enable them to access the breadth of the curriculum

Ensure all learners are confident with manipulating numbers and develop a love of maths

Develop confidence in their ability to communicate effectively in a wide range of contexts

Access a wide range of opportunities to develop their knowledge and understanding of the world

Implementation:

Providing all teachers with high quality CPD to ensure that learners access effective high quality first teaching

Having a well sequenced and planned curriculum that makes explicit links to prior learning

Providing targeted intervention and support to quickly address identified gaps in learning including the use of small group work and the use of the national tutoring programme

Target funding to ensure that all pupils have access to trips, residential trips (risk assessment permitting) and first hand learning experiences

Provide opportunities for all pupils to participate in enrichment activities through school clubs

Provide appropriate nurture support to support pupils in their emotional and social development through our pastoral support teaching assistant (as required).

This is not an exhaustive list and strategies will change and develop based on the needs of individuals throughout their time at school.

Monitoring of impact:

Monitoring and the robust and rigorous analysis of data will ensure that effective teaching, learning and assessment meets the needs of all learners.

The monitoring cycle of book looks, pupil voice and data analysis will assess progress and attainment of pupil premium learners and the comparison to other groups.

As part of pupil progress and attainment meetings, class teachers and senior leaders will identify specific intervention and support for individual or groups of pupil premium learners which will be reviewed at least termly.

Alongside academic support, we will ensure that those learners who have social, emotional and mental health needs will access high quality provision from our pastoral teaching assistant and/or other agencies as required

Challenges

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

Challenge number	Detail of challenge
1	Observations indicate learners have underdeveloped oral language skills and vocabulary gaps which prevents them from accessing the curriculum as fully as their non-disadvantaged peers
2	Having a more limited access to reading materials at home which limits their opportunity to practise reading skills Assessments have shown that those learners in the early stages of reading have been significantly impacted by school closures or partial closures
3	Having limited access to online technology to support them in their learning
4	Assessments (alongside national studies) indicate that the education of many of our disadvantaged learners have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to learners at risk of falling further behind age-related expectations, especially in maths
5	Assessments (alongside national studies) indicate that the well-being of many of our disadvantaged learners have been impacted by partial school closures to a

	greater extent than for other pupils
6	Having limited experiences beyond their home life and immediate location community which limits aspirations

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
Improved oral language skills and vocabulary among disadvantaged learners.	Assessments and observations indicate significantly improved oral language among disadvantaged learners. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice and book studies as well as part of ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Improved outcomes for readers at the end of Early Years as evidenced by results at least in line with non disadvantaged peers against GLD Improved outcomes for readers in KS1- evidenced by results at least in line with non disadvantaged peers against phonics screening testing and with school based assessments and end of KS1 sSATs (2022 only) Improved outcomes for readers in KS2- evidenced by results at least in line with non disadvantaged peers using school based assessments and end of KS2 SATs
Improved and sustained opportunities to access home (or remote if applicable) learning	Improved outcomes through the increased participation in home learning
Improved maths attainment for disadvantaged pupils	Improved outcomes in maths at the end of Early Years as evidenced by results at least in line with non disadvantaged peers against GLD Improved outcomes in maths KS1- evidenced by results at least in line with non disadvantaged peers using school based assessments and end of KS1 SATs (2022 only) Improved outcomes in maths KS2- evidenced by results at least in line with non disadvantaged peers using school based assessments and end of KS2 SATs
To achieve and sustain improved wellbeing for all learners in our	Sustained high levels of wellbeing demonstrated by:

school, particularly our disadvantaged pupils including sustained high levels of attendance	• qualitative data from pupil surveys, pupil voices and teacher observations Sustained high attendance by all learners, particularly among disadvantaged learners
To achieve and sustain opportunities for enrichment both to improve curriculum knowledge but also to extend learning opportunities outside of the school curriculum	High levels of participation in enrichment activities with increased opportunities for trips and visitors

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: £12,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments for reading Training for staff to ensure assessments are interpreted and administered correctly. We will fund teacher release time to embed key elements of guidance in school and to access and deliver CDP (Collins Reading 2021 + 22)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	2
Purchase of quality reading books for home reading to improve quality of reading provision at home	Reading at home enables learners to practise and apply skills taught in school	2
Enhancement of our maths teaching and curriculum planning We will fund teacher release time to embed key elements of guidance in school and to access and deliver CDP	Improved assessment for learning, enables for precision high quality first teaching based upon individualised understanding of need and next steps DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	4

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

Budgeted cost: £39,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Undertake diagnostic assessment and precision teaching of vocabulary and oral development using the Nufield Early Language Intervention programme (NELI)	EEF commissioned study shows an increase in 3 months + language development over learners not using NELI including improved vocabulary, story telling, attention, engagement and confidence when communicating	1
Engaging with the National Tutoring Programme to provide tutoring for learners whose education has been most impacted by the pandemic and are at risk of falling behind. (A significant proportion of the children who receive tutoring will be disadvantaged, including those who are previous high attainers.)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling be-hind, both one-to-one: One to one tuition	EEF (educationendow-mentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	4
Following summative and formative assessments, to undertake targeted, structured intervention support to narrow the gap and enable learners to make progress from starting points Phonics, maths and reading	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling be-hind, both one-to-one: One to one tuition	EEF (educationendow-mentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	2,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics	Toolkit Strand	Education Endowment Foundation	EEF	2

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

Budgeted cost: £18,053

Activity	Evidence that supports this approach	Challenge number(s) addressed
To undertake targeted, structured 1-1 support to support emotional development and well being through bespoke pastoral support delivered by the pastoral TA	Effective pastoral support enables learners to feel that they and the school are working towards a common goal	5
To undertake targeted, structured 1-1 support to support emotional development and well being and support access to the curriculum	Targeted 1-1 support is effective in meeting the specific needs of learners at risk of dysregulation	5
To undertake small group support to support emotional development and well being through nurture activities that develop social skills and reduce anxiety	Evaluations indicate that nurture groups are successful. A 2015 review of studies into the effectiveness of nurture groups by Hanna Bennett found an increase in social, emotional and behavioural outcomes in the majority of children. There is also evidence from the Educational Phycology in Practise study, indicating a relationship between nurture groups and reduced staff absence and turnover, better behaviour management practice, fewer permanent exclusions and higher attendance.	5
Enrichment activities	Research from the EEF shows the benefits to all learners, particularly those who are disadvantaged, on the role of enrichment activities that support the development of social, emotional, non-cognitive and life skills At The Reddings we provide a range of clubs, trips and visitors to support these non-cognitive skills	6
Uniform	It is important that all children feel part of the community and this sense of belonging and not being different enables learners to feel confident and therefore in a position to learn. By providing a jumper to all disadvantaged learners we are ensuring that all members of the school look the same.	5,6
Breakfast club	Breakfast consumption in children has been found to: Improve cognitive function, particularly memory, attention, and executive function.	5,6

	Improve academic performance, including school grades and achievement test scores. Increase on-task behaviour in the class-Research from the family action group.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £69,457

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 2020 to 2021 academic year.

Progress has been measured using the school's assessment procedures. The school has a robust and rigorous assessment calendar and uses teacher assessment for learning, pupil book looks, PM benchmarking, NFER summative tests, past SATs papers and Herts Essentials diagnostic assessments.

Where progress is significantly different for disadvantaged learners, the 2021 + strategy has identified the specific needs to learners and / or cohorts and have implemented support to narrow the gap.

Progress 'steps' 3 is expected progress						
Current year group	Literacy				Maths	
	PPG	All			PPG	All
Rec	2.1	2.1			3	2.9
1	1.8	2.3			2	2.2
	Reading		Writing		Maths	
	PPG	All	PPG	All	PPG	All
2	3.7	4.1	3.8	4.4	4.4	4.3
3	1	1.2	1.3	1.2	0.7	1
4	2.8	2.8	1.9	2	2.6	2.7
5	3.7	3.5	1.9	2	2.6	2.7
6	2.5	3.1	1.7	2.3	2.7	3.5

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
National Tutoring Programme	NTP
Rock star times tables	TT Rockstars

Service pupil premium funding (n/a)

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?	
What was the impact of that spending on service pupil premium eligible pupils?	