

Creative Children's Academy Trust

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. Please see the document from last year about previous spending- this has already been reviewed and placed on the school website.

School overview

Detail	Data
School name	Redscope Primary School
Number of pupils in school	442 (Including nursery) 383 (Reception upwards)
Proportion (%) of pupil premium eligible pupils	36.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	16.11.2021
Date on which it will be reviewed	16.11.2022
Statement authorised by	Alison Bradbury (head teacher)
Pupil premium lead	Alison Bradbury
Governor / Trustee lead	Mike Firth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,680
Recovery premium funding allocation this academic year	£ 20,880
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	£214,560

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim is for our disadvantaged pupils to achieve both academically and socially in line with their peers. To achieve this, we endeavour to provide the bespoke support necessary for them to access the same holistic, nurturing education we aim to provide for all children.

Our numbers of children (36.8%) who receive Pupil Premium funding belies the level of deprivation within the community. A great many families do not qualify for funding due to working some hours but actually have a lower standard of living than those in receipt of the funding. The Pupil Premium funding is used to improve the life chances of all pupils with some element of disadvantage. First and foremost the funding is used to make sure that pupils have the necessary basic skills in English and Mathematics to succeed.

In order to deliver this bespoke support, we will:

1. Raise attainment of vulnerable children in all year groups. Ensure that all classes have quality first teaching including TA support every morning to support learning. Identify groups or individuals to receive bespoke intervention support, particularly in English and/or mathematics. Review children at pupil progress meetings termly.
2. Address issues early, including the buy back of Speech and Language NHS resources and a bespoke Speech and Language TA.
3. Address issues around emotional health and wider family support including bespoke interventions from Family Liaison officers, referrals to Early Help, MASH and other services e.g. food bank.
4. Provide a rich and vivid curriculum with money used for the 'bucket list' in each year group to subsidise educational visits and experiences in school.

Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

Creative Children's Academy Trust

1	Attainment gap in English and Mathematics
2	Poor speech and language and reading ability
3	Poor emotional health and well-being, issues with the whole family accessing school.
4	Lack of cultural capital and experience of the wider world.

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
On entry attainment gaps have been closed.	Tracking shows that children have made accelerated progress across the three year cycle of the Pupil Premium Strategy Plan.
Children have access to quality texts, can read well and comprehend the text. Children develop an enthusiasm and love of reading.	Children show an increased enthusiasm for books and reading. PIRA data indicates that pupils' reading ages has improved.
Speech and language issues are rectified so children can participate fully in school life.	Majority of pupils Speech and language is appropriate for the age and stage of the pupils. Pupils are discharged from SALT due to progress made.
Emotional Health does not disproportionately present a barrier to learning for disadvantaged children, when compared with non-disadvantaged children.	Families access relevant interventions and support and attainment outcome/ progress is positive for the children. Attendance for these pupils increases. During Pupil Progress Meetings, issues around emotional health are not disproportionately identified as a barrier to learning for disadvantaged pupils.
Pupils gain experiences and knowledge about the wider world.	100% of pupils access school visits and experiences and can use the knowledge gained across the curriculum.

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.

Creative Children's Academy Trust

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£33,752**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduction of new Systematic, Synthetic Phonics Programme, including acquisition of programme and resources, delivery of whole-school training and communication with parents</p> <p>£7,500 staff time £1,000 top up materials £7,152 SLT training and monitoring time £6,000 funded materials</p>	<p>The DfE Reading Framework (July 2021) (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf) states that <i>"There is convincing evidence of the value of systematic synthetic phonics"</i>.</p> <p>The Education Endowment Foundation's Teaching and Learning Toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) describes investment in phonics teaching as <i>"high impact for very low cost based on very extensive evidence"</i>.</p>	1,2
<p>Promote the love of reading through quality shared texts.</p> <p>£8,000 reading spine resources £700 reading star trophies £4000 staff time for Herts reading project around fluency and comprehension</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p><i>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</i></p>	1,2
<p>Top up of the school-led tuition fund.</p> <p>To access £16,200 school needs to put in at least £5400.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2

Creative Children's Academy Trust

	<p><i>Small group tuition has an average impact of four months' additional progress over the course of a year.</i></p> <p><i>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i></p>	
--	--	--

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

Budgeted cost: **£104,604**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional hours for teaching assistants to support children in the classroom, both academically and in terms of their social and emotional development, by following structured, high quality programmes</p> <p>£10,150 15 min planning time</p> <p>£35,422 intervention time cost Maths</p> <p>3 x HLTA out of class each morning to boost attainment of children.</p> <p>£35,184</p>	<p>Education Endowment Foundation – Making the Best Use of Teaching Assistants (2015) (https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf) states that:</p> <p><i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</i></p>	1,2,3
<p>Additional TA hours to deliver SALT programmes each week.</p> <p>Buy back of SALT one day per week.</p> <p>£23,848</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>High impact intervention.</p> <p><i>On average, oral language approaches have a high impact on</i></p>	2

Creative Children's Academy Trust

	<i>pupil outcomes of 6 months' additional progress.</i>	
--	---	--

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

Budgeted cost: **£ 78,282**

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 x family liaison officers to support the increased safeguarding issues of vulnerable families. £47,353	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p><i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</i></p>	3,
SEN support assistant employed 2 days per week to ensure that children have appropriate targets, process referrals and ensure that children's needs are met. £7,705	<p>The Education Endowment Foundation's SEND Evidence Review (2020) (https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_SEND_Evidence_Review.pdf) describes "the effectiveness of collaborative and team-working approaches in supporting pupils' progress" in relation to work with professionals from specialist services.</p>	1,3
<p>Attendance officer to look at data trends, ring parents, trigger texts and letters.</p> <p>Attendance rewards. £6704</p> <p>£1000</p>	See above	1,3

Creative Children's Academy Trust

<p>'Bucket List' Contribution towards the cost of all visits and visitors to school. £15,000</p>	<p>Yes Futures (https://www.yesfutures.org), a young people's charity with a focus on disadvantaged children, states that <i>"Research conducted by Learning Away found that residential trips are critical in the development of primary and secondary students. They lead to improved relationships, development of important skills, improved achievement and progress and a greater sense of belonging. Students are exposed to new opportunities for success, new ways of learning and are challenged to reach their full potential."</i> (Research document link: http://learningaway.org.uk/wp-content/uploads/LA-Final-Report-May-2015-1-1.pdf)</p>	<p>4</p>
<p>Gardener in school to support pupils with wellbeing and emotional needs. £5,000</p>	<p>The Education Endowment Foundation's Teaching and Learning Toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) states that:</p> <ul style="list-style-type: none"> • <i>"Programmes that extend school time have a positive impact on average"</i> • <i>"Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision."</i> <p><i>"Enrichment activities without a specific focus on learning ... (may be) beneficial for their own sake outside of any attainment impacts."</i></p>	<p>3,4</p>

Total budgeted cost: £ 216,618

Part B: Review of outcomes in the previous academic year

Please see the reviewed document from last year which has been available on the school website since the summer.

Externally provided programmes

Programme	Provider
N/A	N/A