

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 | Redscope Primary School |
| Number of pupils in school | 445 including REY and FS1 387 FS2 upwards |
| Proportion (%) of pupil premium eligible pupils | 42% of children of statutory school age. 35% of all pupils |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 |
| Date this statement was published | December 2022 (Updated for year 2 of the plan) |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Alison Bradbury (Head teacher) |
| Pupil premium lead | Alison Bradbury Gillian Bradwell |
| Governor / Trustee lead | Mike Firth |

Funding overview

| Detail | Amount |
|--------------------------------------------------------|---------------------------------------|
| Pupil premium funding allocation this academic year | £211,213 LAC £7230 Service £320 |
| Recovery premium funding allocation this academic year | NTP £24,300 Recovery £22,548 |

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| 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 | £265,611 |

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 the National standard for all pupils. At Redscope Primary School, we have a large proportion of disadvantaged pupils. Although FSM is one indicator, our knowledge of the community is that a large group of families who are struggling miss out on the funding as they are in lower income jobs. The funding is used holistically to 'narrow the gap' between all pupils including children eligible for FSM. While the number of pupils receiving free school meals determines the funding for a specific school, this should be regarded as a 'proxy indicator', as schools are required to narrow any attainment gap by addressing the under-achievement of any cohort or group of pupils. Pupil Premium funding for Redscope Primary School will be used to address the under-achievement of any disadvantaged pupil, not just those who attract specific funding.

Principles

We want to support our children by removing barriers that have in the past had a major effect on their learning.

- We will ensure that teaching and learning opportunities meet the needs of all pupils.
- We will ensure that appropriate provision is made for all pupils who belong to vulnerable groups.
- We will recognise that not all pupils who are socially disadvantaged are registered for free school meals and therefore reserve the right to use pupil premium funding to support any pupil or groups of pupils who we have legitimately identified as being socially disadvantaged.

Aims

All our strategies administered through our pupil premium funding has the child at the centre of the approach.

We plan to accelerate each pupil's progress in order to ensure that pupil premium children are performing on a par with their peers.

Ultimately, this will result in the school narrowing the attainment gap when comparing cohorts to local and nationally expected figures.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Lack of exposure to wide range of life experiences, trips, visits, visitors. This may have been exacerbated as a result of lockdown. |
| 2 | Attainment gap on entry and exit particularly around social and emotional aspects of learning and communication and language. Attainment gap in core subjects. |
| 3 | Speech and language |
| 4 | Parent engagement/ support for child (some not able to support learning for their child) |
| 5 | Children (and families) experiencing significant SEMH needs. Growing number of vulnerable pupils which has increased following the pandemic. |

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 |
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| Children are exposed to a wide range of experiences (including imagined worlds) outside Kimberworth Park. | All visits/ visitors operate at reduced cost. All children take part in visits/ visitors. All children read the 15-19 books within the reading spine of their year group. Children take part in a broad range of after school clubs and culture/ arts-based encounters |
| Children achieve in line with national peers. | Children at Y6, Y2, FS2 achieve in line with National figures in R,W,M. |
| 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. |
| Pupils are able to speak clearly and communicate their feelings and ideas. | 100% of children closed down from Speech and Language programmes following successful completion. |
| Parents are more aware of how to support children with their learning. | Interactions between school and home are positive and productive. |

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| | Parents aware of what they can do to support their children and the weekly expectations. |
| Children are more able to understand their feelings and cope with big feelings in a productive way. | Reduction in the number of recorded CPOMs about children’s mental health and wellbeing. Children on individual plans make progress. Entry and exit profiles for FLO indicate that progress has been made and sustained. |

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: £83,979

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Embedding and improving of new Systematic, Synthetic Phonics Programme, including acquisition of programme and resources, delivery of whole-school training, extra TA/ Teacher time to deliver the programme to pupils and communication with parents £7000 | 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> ”. 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> ”. | 2, 4 |

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| | <p>Top up of extra resources for top up and new catch up programmes following initial spend.</p> <p>Leader released to attend CPD and to disseminate to staff inc release time for staff</p> | |
| <p>Each class has a bank of 15-19 titles for a reading spine that exposes children to viewpoints and worlds beyond their own.</p> <p>Staff promote a love of reading.</p> <p>£2820</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p><i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</i></p> <p><i>Yearly reward for children who complete the challenge</i></p> <p><i>Top up of titles that are missing</i></p> <p><i>Initial investment in school bookshop and staffing</i></p> | 1,2 |
| <p>Contribution towards buy-back of specialist services and speech and language programmes (e.g. SALT), providing support for staff to best meet the needs of children</p> <p>£31,212</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <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> <p>SALT bought in service and TA</p> | 2, 3 |

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| <p>SENDCo to be given non – contact time to support increasing SEND demands in school, including CPD of colleagues £21,347</p> | <p>EEF approach to Pupil Premium – tiered approach – supporting teachers through quality CPD SENDCO admin to do weekly training Use of SENDCO from partner</p> <p>CCAT schools to target support Release time/cover for staff TLR for personal development/ disadvantaged lead</p> | <p>2,3</p> |
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| <p>Contributions to visits, visitors and experiences to provide a vivid and rich curriculum. £21,600</p> | <p>'Bucket list' of activities that children will experience whilst at our school. (Increase due to cost of visits and cost of living.)</p> <p>Yes Futures (https://www.yesfutures.org), a young people's charity with a focus on disadvantaged children, states that "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." (Research document link: http://learningaway.org.uk/wp-content/uploads/LA-Final-Report-May-2015-1-1.pdf)</p> <p>Subsidy for Y6 residential so not all costs are passed on to parents. Residential proposed for Y4 pupils.</p> | <p>1, 5</p> |

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

Budgeted cost: **£91,002**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Additional hours for teaching assistants to support <u>children in the classroom</u>, both academically and in terms of their social and emotional development, by following structured, high quality programmes £51,853</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: <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> <p>Targetted Reading sessions across school 5 hrs pw all Tas plus 1:1 Staff to deliver extra sessions per week to enable teacher boosting. 4 staff x 5 hours per week</p> | 2,3 |
| <p>HLTA (x2) to deliver maths lessons and additional support after teacher input to pupils unable to manage learning in class. £7607</p> | <p>AS above Additional Power Maths Materials at Reception level. Focussed maths teaching</p> | 2 |
| <p>Teachers to target all year groups for additional tuition. Reading/ phonics FS2-Y1 Y2- Y5 all areas. £31,542</p> | <p>Additional staff to work 2 x extra days, Additional staff to work 2 x extra afternoons Teacher to deliver Y1 phonics extra support one day per week. Extra teacher in FS2 extra morning per week.</p> <p>Extra Tutoring for Y6/ Y2 pupils after school plus reward/ refreshment cost</p> | |

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

Budgeted cost: £123,818

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <ul style="list-style-type: none"> • SEN support assistant employed 2 days per week to ensure that children have appropriate targets, process referrals and ensure that vulnerable children's needs are met. £7,680 | <p>EEF approach to Pupil Premium – tiered approach – supporting teachers through quality CPD</p> | <p>2,3,4,5</p> |
| <p>Re-designation of role of 2x Family Liaison Coordinators to support increased safeguarding issues of our vulnerable families</p> <p>£83,174</p> | <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning • <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. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</i> • <i>Targeted outdoor learning and SEMH support through gardening/ forest schools.</i> | <p>4,5</p> |
| <p>Revised role of Attendance Officer, 16 hours. Attendance Officer to work closely with Family Liaison Coordinators to improve attendance.</p> <p>£11,084</p> | <ul style="list-style-type: none"> • Attendance officer time • End of term 'reward trip' for 100% attendance children and those from winning house point team. | <p>2,4,5</p> |

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| <p>Inclusion Manager appointed to support children with SEMH needs, including LAC needs (Costs currently offset by bespoke funding from SEN and Virtual School)</p> <p>£11,310</p> | <p>SCHOOLS AND COMMUNITIES RESEARCH REVIEW 4</p> <p>“A number of the studies that we reviewed proposed that social and emotional learning could play an important role in raising the attainment of children and young people living in poverty (DCSF 2008; Hayes et al 2009; Ofsted 2008). ... emerging evidence in the UK suggests that the impact of social and emotional learning programmes is greater for children from disadvantaged backgrounds (Challen et al 2009).”</p> <p>ELSA support for some pupils.</p> | <p>5</p> |
| <p>Parents offered opportunity to attend sessions to share children’s learning and participate in family workshop</p> <p>Parents offered opportunity to be part of workshops in cafes for all initiative to support their child’s learning.</p> <p>£1,840</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p><i>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.</i></p> <p>‘Free’ items (e.g. laminated resources, books etc) for parents to take to support their child</p> | <p>4</p> |
| <p>Range of after school clubs expanded for 2022-23</p> <p>£8730</p> | <p>Range of after school clubs offered at subsidised cost for all children (plus £30 of vouchers given to all PP children to spend within school on after school provision).</p> <p>RUFC</p> <p>Nova City</p> <p>Art</p> <p>Football (boys and girls)</p> <p>Lego</p> <p>3D Printing</p> <p>£30 vouchers for Pupil Premium children—cost contribution</p> <p>Subsidy for children learning an instrument through the music service.</p> <p>Additional costs for staffing and top up subsidy for the clubs.</p> | <p>1</p> |

Total budgeted cost: £298,799

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

2021-22 is the end of year one of the three year pupil premium plan. As this was the first year of SATs post covid, we are following the DfE guidance which is that 'Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are.'

| Intended outcome from 21-22/ year one of plan | Success criteria | Progress towards objective |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. | <p>Within one year of cycle.</p> <p>Initial data shows that a gap remains between the groups of pupils.</p> <p>ELG 65%</p> <p>Phonics 72% in line with National Results at KS1 (Y2) are slightly above National.</p> <p>Reading 67.3 – National 67%, Maths 73.5% National 69%, Writing 63.3% National 58%.</p> |
| 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. | <p>SSP in place in school for phonics readers.</p> <p>99 children completed the reading challenge across school. Children more enthused to talk about books and reading.</p> <p><i>Reading – average point score for all Pupil Premium children 94.98 and progress of 2.63. 71/ 124 pupils working at 100 scaled score or above. (100.22 and -0.18 progress for non PP)</i></p> <p><i>Reading is very much still an area to develop.</i></p> |

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| <p>Speech and language issues are rectified so children can participate fully in school life.</p> | <p>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.</p> | <p>.....pupils have been discharged in 21-22. Further children have been added to the waiting list.</p> |
| <p>Emotional Health does not disproportionately present a barrier to learning for disadvantaged children, when compared with non-disadvantaged children.</p> | <p>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.</p> | <p><i>Although attendance was affected by COVID and anxieties related to this, the final year figure was in-line with National. Of those with persistent absence, the school and LA protocol was followed with letters etc. All families at letter 2 and 3 did go on to receive Early Help support.</i></p> <p><i>Pupils in Year 6 were particularly vulnerable following the pandemic and were supported extensively by the family liaison coordinators, Barnardos, RUFC, anti-bullying officer, Social Care and Early Help.</i></p> |
| <p>Pupils gain experiences and knowledge about the wider world.</p> | <p>100% of pupils access school visits and experiences and can use the knowledge gained across the curriculum.</p> | <p>PP funding was used to make trips and visits more accessible. All pupils able to attend (where pupils did not attend on the day of a visit this was not linked to cost.) Further review of the curriculum means a move away from a topic lead approach and so With the cost of living crisis threatening over the winter months and the increase in costs for all visits, there will need to be careful consideration about the visits on offer, costs for families and potential increase in the amount of funding.</p> |

Internal data for disadvantaged pupils shows that there is a gap between PP and non-PP children and this has been exacerbated by COVID and the pandemic.

Maths – average point score for all Pupil premium children 97.05 with progress of 5.45 scaled points. 72/ 124 pupils working at 100 scaled score or above. (104.95 and 6.95 non pp)

In 2022-23, PP funding has been allocated to after school provision. This is in response to a limiting of after school activities during the pandemic to prevent children mixing. Now that the pandemic is at a different point, we recognise the need to expand the range of experiences for our pupils and fund these appropriately for our disadvantaged pupils. We also recognise that SEMH needs of pupils need to be addressed and funding has been allocated for 2022-23. Without these needs being met, children are unlikely to be able to learn effectively.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|------------------|-----------------|
| N/a | |
| | |

Service pupil premium funding (optional)

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| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| I child- £320. |
| The impact of that spending on service pupil premium eligible pupils |
| Child regularly in TA/ teacher led 'keep up' groups. Additional small group tuition from retired staff member. |

Pupil premium strategy outcomes

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| Total Pupil Premium Grant Received | £191,300 |
| Total PPG Expenditure | £198,660 |
| PPG Remaining | £0 |