

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	Redbrook C of E Primary School
Number of pupils in school	32
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Natalie Frey, Acting Headteacher
Pupil premium lead	Amy Davis, Acting Deputy Headteacher
Governor / Trustee lead	Chris Mc Farling, lead for pupil premium pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2,690
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,442
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	£7,132

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. This impact has been greater for our disadvantaged pupils. 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: £ 2885

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc training for new staff (teachers can also access online training and support through the RWI portal through federation)	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. Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)	1 and 2
Training to become a Trauma Informed school	To improve access to learning by ensuring children are understood, supported and nurtured to thrive. Becoming Trauma Informed, Network for Church of England Schools, Sept 2021- July 2022 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. EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)	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. EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)	1 and 2

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

Budgeted cost: £2,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 RWI Phonics and Fresh Start Tutoring	<p>Whilst high quality teaching is central to our approach evidence suggests that some pupils who have had less exposure to spoken words and the sharing of books in the home may benefit from targeted phonics intervention to rapidly improve decoding skills.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition is described as very effective at improving pupil outcomes. Research suggests that providing targeted support makes an impact when additional to and linked with normal lessons.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1 and 2
NELI-Improving language and literacy skills	<p>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.</p> <p>Nuffield Early Language Intervention (re-grant) EEF (educationendowmentfoundation.org.uk)</p>	2

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	<p>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.</p> <p>EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	3

Total budgeted cost: £7,132

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.

Internal data reflects the need to improve standards in reading, writing and maths. The overall attainment is not yet at the level we would expect in these areas. Currently, we are continuing to develop the quality of teaching and provide further training and support for our teachers. As a result, the outcomes within our 20-21 strategy statement were not fully achieved.

We developed our processes for intervention and were able to assess the impact of the interventions in place. This has enabled us to plan effectively for this academic year. Clear assessment processes have also been implemented to enable identification of gaps. Whilst we were able to offer support through our family support worker our need for Social Emotional and Mental Health has increased as a result of Covid 19. Consequently, we felt that investing in the training of our own staff would be more beneficial in raising wellbeing and in turn academic attainment.