

## 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	<b>Error! Reference source not found.</b>
Number of pupils in school	30
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	24/25, 25/26, 26/27
Date this statement was published	27.9.2024
Date on which it will be reviewed	27.9.2027
Statement authorised by	M Herbert
Pupil premium lead	A Deighton
Governor / Trustee lead	A Scrimgeour

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2960.00
Recovery premium funding allocation this academic year	£0
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	£2960.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Reedness Primary School we are consistent in our aims for all pupils, irrespective of background or challenges they face in school or elsewhere. These are for all our pupils to:

- Be confident
- Be happy
- Be independent
- Be respectful
- Be proud

We strive to ensure every single one of our pupils leaves Reedness having met the expected standard in English and maths, equipped with the reading skills and prior knowledge to successfully engage with secondary education and what lies beyond. We are proud of the role the school plays in enhancing the life chances of all our pupils and in positively shaping their futures. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We recognise that some of our pupils may face additional challenges associated with the criteria for PPG eligibility, while at the same time appreciating that this criteria does not automatically have a negative impact on their education or development. Indeed, over time some of our most successful students have been eligible for PPG funding. We are also acutely aware of the fact that within each year group we often have a very limited number of eligible pupils, and go to great lengths to ensure their supervision, support and outcomes do not highlight or draw negative attention to any previous or existing barriers. Our ambition and expectation for these pupils remains the same for all pupils in our care.

While we may have limited numbers of pupils, staff awareness and support for these children is of the highest priority. In line with our equal opportunities policy, part of our agreed strategy is to ensure that no child misses out on any part of our universal offer as a result of disadvantage outside of school. To this end, any activities up-to and including the residential visit which are designed to be accessed by all pupils in a cohort will be funded by the school.

With regard to spending decisions, our strategy for our most disadvantaged is to do what is needed rather than what can be delivered through a relatively limited sum of additional funding. We recognise that this additional money is best used to support our

strategic aims in terms of providing the very best teaching to all our pupils, every day. The grant is not allocated as a personal allowance, in line with the national guidance, and is always used to support our aims and to close academic gaps wherever they appear as well as provide them with quality enrichment opportunities. Every child is provided with excellent first wave teaching and any second wave steps to remove barriers and close any gaps to their peers, particularly in the core subjects is recognised. The school is increasingly basing its provision and CPD on research based evidence, and for many years has used the EEF tools in shaping and evaluating its work.

## Challenges

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

Challenge number	Detail of challenge
1	In common with our non-disadvantaged pupils, our disadvantaged pupils have a variable academic profile. They require consistently strong high quality teaching, from professionals they know and trust, supported by accurate ongoing assessment
2	A very limited number of disadvantaged pupils may not benefit from the same support and encouragement outside of school when mastering the basics of reading and mathematics, and will require additional input and support from staff to compensate for this
3	Annually, disadvantaged pupils form part of the broader group of pupils who require targeted support in terms of their wellbeing, confidence and emotional/mental health, which impacts negatively on their ability to thrive and make good progress across the curriculum.

## 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
All pupils make good progress in all subject areas, and in particular across core subjects	The aim is for all pupils, including those who are identified as disadvantaged, to achieve the expected standard in reading, writing and maths by the end of KS2
All pupils are well prepared for the next stage of their education	Enrichment opportunities for all allows all pupils complete a successful transition into secondary education, including those who require a more structured and prolonged transition period.
Improved social and emotional learning across all phases of school.	Provision is in place to support pupils' social and emotional learning. SEL strategies have a positive impact on young children's social

	interactions, attitudes to learning, and on aspects of early learning across the curriculum.
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## 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: £750.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supply/HLTA for CPD cover	<p>Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention.</p> <p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. EEF, Autumn 2021</p>	1 and 2

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

Budgeted cost: £710.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of HLTA for 1 term</p> <p>Transition for children into next year group</p>	<p>Interventions should start early, be evidence-based and be carefully planned. Interventions should include explicit and systematic instruction If interventions cause pupils to miss activities they enjoy, or content they need to learn, teachers should ask if the interventions are really necessary EEF 2021</p>	1 and 2

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

Budgeted cost: £1500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in The DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and supporting attendance officers to improve attendance.</p>	<p><b>Error! Reference source not found.</b>he DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>The DfE's Improving School Attendance advice.</p>	3
<p><b>Error! Reference source not found.</b>All staff keep up to date from in house training from SENCO, Educational Psychologist, Inclusion Practitioner and Specialist Teachers to support social and emotional learning.</p>	<p><b>Error! Reference source not found.</b>their vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p> <p>EEF 2019</p>	

**Total budgeted cost: £2960.00**

## 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.

**Intended outcome 1 - Evidence based research is used widely throughout school to allow all children to achieve regardless of background.**

Marking and feedback policy and Behaviour policy implemented through research to create new values, aims and vision for the school  
NPQ – implementation process **Error! Reference source not found.**

**Intended outcome 2 - A school culture exists whereby all children are fully independent learners**

Planned reasoning activities and the use of reliance assessments enable children to show independence in their learning.

**Intended outcome 3 -A school culture exists whereby all pupils recognise mistakes as a vital aspect of learning, creating the confidence to explore and persevere without the fear of failing.**

Reduction in amount of observed deregulations and willingness to try new things.

**Intended outcome 4 - Regardless of background, all pupils possess rich and varied experiences and inspirations from which to fully engage with all aspects of the curriculum.**

All children regardless of barriers included in all activities and are given a wealth of experiences across the curriculum. **Error! Reference source not found.**

## Externally provided programmes

Programme	Provider
Kapow	Kapow Primary
Reading Plus	Reading Solutions UK
Little Wandle	Little Wandle Letters and Sounds