

# Pupil premium strategy statement - Reedness Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	27
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	M Herbert
Pupil premium lead	M Herbert
Governor / Trustee lead	K Boyle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6691
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£6691

# Part A: Pupil premium strategy plan

## Statement of intent

At Reedness we have a commitment to raising standards for all pupils who are eligible for Pupil Premium. We ensure that teaching and learning opportunities meet the needs of all children and that quality first teaching across the school offers the best opportunity to succeed. In order to do this, we aim to tackle a range of barriers including professional development focusing on improving outcomes for eligible pupils using evidence-based research, improving the academic support focusing on independence and parental engagement, opportunities for first hand experiences and continuing the development of literacy and mathematical skills.

To achieve these goals in this academic year in response to the needs that have been created post pandemic for our disadvantaged pupils we aim to do the following:

- Ensure all staff have sufficient understanding of the needs of the children to be able to deliver a curriculum which successfully meets their needs using an evidence-based approach.
- Ensure a school culture exists whereby all children are fully independent learners and persevere.
- Ensure all children possess rich and varied experiences to develop their sense of wellbeing and life skills to eliminate barriers for now and in the future.

This strategy along with EEF documentation and our school development plan will inform our decision making over this academic year and provide us with focused assessment/reflection points to monitor the impact on improving outcomes for children who are eligible for Pupil Premium.

## Challenges

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

Challenge number	Detail of challenge
1	Consistency in the use of research amongst staff to embed metacognitive strategies.
2	Confidence issues prevent independence in learning causing lower attainment and a slower rate of progress of children entitled to Pupil Premium.

3	<p>Through observations, discussions and assessments with children and their families indicate that the education and wellbeing of many of our disadvantaged children continues to be affected by the impact of COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in a lack of perseverance limiting engagement, especially in reading.</p>
4	<p>Due to the ongoing affects by the impact of COVID-19 and the challenges of the cost of living crisis, lack of experiences affect curriculum access.</p>

## 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
Evidence based research is used widely throughout school to allow all children to achieve regardless of background.	<p>To use the EEF to make evidence informed decisions on what to implement. There is a shared understanding of the implementation process.</p> <p>Pupils will begin to develop metacognitive strategies and understand the processes needed when approaching, engaging and completing a task.</p>
A school culture exists whereby all children are fully independent learners.	Children embed problem solving skills independently through planned opportunities and achieve in-line with peers and make good progress.
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.	Data shows that children entitled to Pupil Premium are attaining higher and making better rates of progress in reading and start to develop a renewed love for reading. Children will be encouraged to use specific reading programme and will be provided with additional material through books and loans of iPads to ensure they have any equipment needed to support them.
Regardless of background, all pupils possess rich and varied experiences and inspirations from which to fully engage with all aspects of the curriculum.	Children to be given opportunities to access a range of experiences and support.

## 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: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD opportunities for staff to continue to share good practice and reflect on ways they have implemented strategies.	<p>EEF Teaching and learning toolkit and Pupil Premium Point covers a wide range of strategies.</p> <p>Dedicated training following on from informed decisions of the focus area using evidence enables staff to maximise improvement.</p>	1
Provide further training on purposeful and appropriate challenge in order to improve a consistent understand of what challenge is.		
Following EEF research and implementing knowledge gained to provide high quality teaching and leadership		
Coaching and mentoring of leadership.		

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support for problem solving through the implementation of White Rose Maths	Problem solving strategies are high impact on average. Alongside metacognitive activities it is a crucial component of high quality of early numeracy education.	1,2,3,
Targeted academic support for reading through the implementation of specific reading programme.	Reading comprehension strategies and fluency are high impact on average. Alongside phonics it is a crucial component of early reading instruction. EEF Teaching and Learning Toolkit	1,2,3,
Stay and play sessions in EYFS – activities set out to promote parent/child interactions. Staff model interactions and completing of activities.	EEF – Building of relationships with parents.	2,3,4
Open mornings and afternoons, topic celebration afternoons and parent workshops to focus on reading, phonics and story time	Previous Pupil premium money has been used to provide the children with fiction and non-fiction books linked to the phonics scheme. This has been beneficial to the children.	
To continue to develop mental wellbeing through Wellness Wednesday sessions. These sessions involve collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem solving and explicit reflection.	EEF – outdoor adventure learning Forest school  Wellness Wednesday has been implemented since COVID-19 pandemic. Children have become more independent and accepted difficulties and how to problem solve solutions.  EEF – Life skills and enrichment	1,2,3,4
Speak out sessions, Big talk	Essential life skills and understanding of the physical and emotional importance.	2,3
Wellness Wednesday sessions to improve children to problem solve and work practically over a	Children are increasing their engagement time on a task and are able to transfer skills across other areas of the curriculum.	2,3

sustained amount of time.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Themed days gives an opportunity to immerse the knowledge and understanding of the new area of learning/skill.	Sparks interest in their learning and develops greater knowledge which is then transferred to the home community, building relationships with parents  EEF – Parental engagement	2,3,4,
Implementation of positive behaviour initiative	EEF – Behaviour interventions. Celebration assembly proved successful last year as children gained in confidence and persevered at gaining awards.	1,2,3
Supporting the wellbeing, behavioural needs and emotional stability of children. These include: <ul style="list-style-type: none"> <li>• School visits/residential</li> <li>• Breakfast and afterschool costs</li> <li>• Uniform support</li> </ul>	The DFE states (in Using pupil premium guidance for school leaders) that you should also develop an understanding of any non-academic challenges that pupils are facing that are negatively affecting their education and impact their access to teaching.  EEF Teaching and learning toolkit.	2,3,4,
Access to support services, mental health first aid as well as Education Psychologists etc.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	1,2,3,4,

**Total budgeted cost: £6700**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **1. Consistency in the use of research amongst staff**

Staff who have signed up to and taken part in the National Professional Qualification (NPQ) courses have been exposed to various parts of research. Staff are now accessing research through the EEF and government and are guided there during staff meetings and via the head.

Key policies are directly influenced by research; however, this needs to be fully embedded and the year progresses.

#### **2. Confidence issues prevent independence in learning**

Wellness Wednesday's have continued to develop over the year we various activities used to increase confidence across non-traditional school areas such as cooking, physical education, art and music culture. Learners are becoming more confidence in these areas and beginning to talk more about them and access them more.

Mini first aid was a huge success and gave the children confidence to help others and understand what they need to do in any situation that might usually be highly stressful.

The use of You, Me and PSCHE has continued to develop the children's mental, physical, emotional and social well-being in order to help them regulate their feelings and emotions.

#### **3. Lack of perseverance limits engagement**

Increased amount of areas focussed on within the curriculum, such as MfL, cooking, computing, art and music culture has helped children's engagement. Work has been done with PSCHE to break down barriers around perseverance and what this looks like and means.

#### **4. Lack of experiences affect curriculum access.**

Themed days and the wide curriculum on offer have given children experiences that they may never have experienced before. Experiences such as a climbing wall, circus skills, laser tag, residential have ensured that the children have been given the same opportunities as their peers within school.

All trips are available to students and paid for by the school, therefore no experience in ever missed.

## Assessments

### KS2:

11 pupils in the cohort. 7 girls and 4 boys. 0 EHCP. 3 SEND.

Reading 100% (53%)

SPAG 50% (55%)

Maths 0% (45%)

Writing 50% (55%)

### KS1:

4 pupils in the cohort. 3 boys and 1 girl. 0 ECHP. 0 SEND

Maths 93 (93)

Reading 85 (102)

SPAG 78 (98)

Within KS1, the disadvantaged pupil performed considerably below their peers. In KS2, the disadvantaged pupils performed in line with their peers.

## 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
Big Talk	Big talk education
Charanga	Cookstars
Mini First Aid	Purple Mash