

# Red Rose Primary School

## 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	Red Rose Primary School
Number of pupils in school	296
Proportion (%) of pupil premium eligible pupils	12.7%
Academic year or years covered by statement	2021-22
Publish date	September 2021
Review date	July 2022
Statement authorised by	Mrs A Brinton
Pupil premium lead	Mrs A Brinton / Mr D Oliver Elliott
Governor lead	Mrs J Lumley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,260
Recovery premium funding allocation this academic year	£ 4,785
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	£65,045

## Part A: Pupil premium strategy plan

### Statement of intent

At Red Rose Primary School we ensure that appropriate provision is made for pupils who belong to disadvantaged groups, ensuring that the needs of such pupils are adequately assessed and addressed. All of our work through Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers to diminish the difference between Pupil Premium and non Pupil Premium pupils.

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

### Challenges

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

Challenge number	Detail of challenge
1	On entry to Reception, children come from a wide range of private and state nurseries resulting in a wide range of starting points.
2	68% of disadvantaged children have SEND with 34% of all PP pupils having significant SEND needs requiring high levels of care and support.
3	Some PP pupils lack resilience and struggle to remain focused when in a larger class. They often lack self esteem and often see themselves as less able than their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
4	Some Year 1 disadvantaged pupils struggle to meet the phonics standard at the end of the year. This slows their progress in all curriculum areas that demand effective reading strategies.
5	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
6	Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading.
7	Attendance rates for PP pupils are not in line with non PP pupils.

## 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
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	A higher proportion of Pupil Premium children meet a Good Level of Development than in 2021.
Increased rates of progress for PP children with SEND	Accelerated progress for PP children with SEND
Improve emotional resilience for all pupils through use of TA support and intervention.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.
All staff are confident in delivering Floppy's Phonics. Y1 and Y2 phonic screening scores confirm that increased proportions of disadvantaged pupils meet the standard.	PP outcomes in phonics are broadly in line with non PP pupils.
Staff confidently use evidence based whole class teaching strategies and interventions	Increased proportions of pupils will reach ARE in English and Maths across the school.
Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2021.
Attendance rates for PP pupils improve.	Increased attendance rates for PP children

## 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: £32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff (including new staff) have received paid-for training to deliver the 'Floppy's Phonics' scheme effectively and support in implementing this programme.	<i>EEF research shows that: Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</i>	1, 4
Ensuring staff use evidence-based whole-class teaching strategies and interventions.	<i>EEF research shows that: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.</i>	1, 2, 4, 5
Ensure all subject leads attend CPD to enable staff to effectively lead their subject area.	<i>TDT research found that: Teachers are most likely to improve when: they engage in sustained improvement programmes over a period of two terms or longer; their experience, needs and their vision of pupils' success are taken into account during development processes they get opportunities to discuss with each other both the theory and practice of new ideas, they are clear on the intended impact of development upon pupils and use formative assessment to gauge the impact of ideas and practises, adapting their approaches (with expert guidance) accordingly</i>	1, 2, 4, 5
Ensuring all staff receive coaching training throughout the year to support with pedagogy and strategies alongside support from Implementation Leads	<i>National College Guidance report on coaching states: When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes.</i>	1, 4, 5
Availability of Implementation Leads to work alongside staff, in particular supporting ECT staff and those less confident.	<i>EEF publication Putting evidence to work highlights the importance of building implementation teams and identifying and</i>	1, 5

	<i>cultivating leaders of implementation across school.</i>	
Support from SENCO in ensuring children's SEN needs are being met and that TAs are used effectively across school.	<i>The EEF evidence review underpinning the 'Special Education in Mainstream Schools' guidance report found strong evidence that high-quality teaching for pupils with SEND is firmly based on strategies that will already be in the repertoire of every mainstream teacher, or can be relatively easily added to it.</i>	1, 2

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

Budgeted cost: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller class sizes across school to support learning.	<i>EEF: Reducing class size appears to result in around three months' additional progress for pupils, evidence does not show particularly large or clear effects until class size is reduced substantially to fewer than 20 or even 15 pupils.</i>	1, 3, 5
Small group tuition to support catch up.	<i>EEF: Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</i>	3, 5
SEL interventions planned and implemented to support emotional resilience. Use of Commando Joe programme to support with SEL.	<i>EEF: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i>	3
Opportunities for peer to peer reading for the lowest 20% of pupils. Use of our school Therapy dog to support the 'love of reading'.	<i>'Peer tutoring' approaches appear to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress.</i>	1, 6
Purchase Accelerated Reader for fluent readers to support with engagement and comprehension	<i>EEF: reading comprehension approaches deliver an additional six months' progress. These approaches are more effective for older readers (8 years and above)</i>	6
Purchase Lexia, Times Table Rockstars, Spelling Shed	<i>EEF: individualised instruction has a positive effect on learners, on average children made two additional months' progress in word recognition and decoding skills and one additional month of progress in reading fluency and comprehension skills,</i>	1,5

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

Budgeted cost: £ 15,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of the School Business Manager to monitor attendance and raise any concerns or patterns in attendance.	<i>EEF: increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.</i>	1, 7
Employment of 2 full time sports coaches to lead sports provision at lunchtime and an additional coach one lunchtime per week.	<i>EEF: behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i>	3
TAs & SLT deployed at lunchtime to support playground supervision.	<i>'The overall impact of sports participation on academic achievement tends to be positive.'</i>	3
Free access for after school activities and breakfast club	<i>Research shows that pupils who have not participated in an after school club by the age of 9yrs are very unlikely to participate.</i>	1, 7

**Total budgeted cost: £65,100**

## **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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Strategies used in 2020-21 were successful and so the school will continue to use some of these approaches.

#### **Teaching Strategies**

Staff training in the use of online platforms allowed us to provide a high quality remote education offer. As a result of live lessons and high quality teaching, gaps in pupil knowledge were reduced allowing the school to provide a full curriculum upon return to school in March 2021. Our remote learning offer was a strength of the school. Reading was prioritised during the year and whilst the pupils were learning remotely. Staff received high quality CPD and this fed into teaching strategies deployed and the development of our Red Rose curriculum.

#### **Targeted Intervention**

Intervention was used effectively in the autumn term to address gaps in Mathematical knowledge and small group tuition during the summer term allowed for gaps in phonics and English to be addressed. Identified pupils receiving one to one tuition across the autumn and summer term made good progress and achieved phonics results (84%) in line with national figures 2019. Gaps in spelling knowledge and letter formation in KS1 are areas for improvement as we move into 2021-22.

#### **Wider Strategies**

Google Classroom allowed us to develop parental engagement through the ability to hold virtual meetings with parents. We were still able to run a breakfast club which supported attendance. Attendance figures for PP vs non PP were in line. We achieved the Well-Being award in July 2021 and have worked with the Mental Health Support Team to ensure our children are as supported as they can be during the pandemic. We have also made several referrals to CAMHS and OT for children who might need these services. We have continued to use our school councillor to support pupils and provided staff CPD on supporting staff and pupil well being. A member of staff has been trained as a mental health first aider.

## Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2021 Evaluation	Committee Date
<b>Teaching Priorities</b>	<p>All staff have received paid training to deliver Floppy’s Phonics. This was delivered through 5 hrs of training broken up into 3 sections. Regular staff training then continued as part of the autumn term staff meeting agenda. The new phonics scheme was introduced to parents and children in September and phonics folders are sent home daily. Feedback from staff and children is positive. Learning walks and book scrutinies demonstrate that there is fidelity to the scheme. Phonic screening results at the end of autumn term were 91%. Lesson observations and monitoring walks demonstrate that staff are using metacognition and self regulation approaches in class. All subject leads completed network meetings for their subject area and have directed subject leadership time. This has enabled staff to monitor their curriculum area. All staff have received coaching training. Opportunities to embed this training are planned for the spring term. Implementation Leads are working with staff across school with increased capacity for the spring term. ECT and less confident staff have been supported with delivery. Detailed SEN plans and clear SEN interventions with measurable SMART targets has ensured staff have focused on addressing areas of difficulty.</p>	
<b>Targeted Academic Support</b>	<p>Smaller classes across school are having a positive impact on outcomes. End of term data demonstrates children are making good progress with writing slightly weaker. This will be a focus for interventions and small group teaching in the spring term. We have been able to employ an additional teacher 3 mornings a week to deliver small group intervention to identified pupils. Increased staff capacity as we move into the spring term will allow for further cohorts to experience small group teaching. Y5 &amp; Y6 children have listened to readers in KS1 x3 weekly and this has had a positive effect. Accelerated Reader scores are closely monitored and achievements celebrated through certificates and praise. Additional books are to be purchased in the spring term to give a wider range of texts.</p>	
<b>Wider Strategies</b>	<p>Attendance has fallen during the autumn term due to COVID. Overall attendance for the autumn term was 95% which was strong compared to National figures and attendance for primaries in Durham. The employment of sports coaches during lunchtimes has had a positive effect on behaviour and engaging pupils in active purposeful games. A wide range of after school clubs were offered during the autumn term with a strong uptake. A high % of PP children engaged in afterschool activities. School is participating in a Local Authority pilot on supporting ‘anxiety in school’. Professional support and training is to be rolled out in the spring term alongside face to face support for pupils.</p>	



Activity	Spring 2022 Evaluation	Committee Date
Teaching Priorities	<p>Staff have continued to receive in house training on Floppy phonics and we have reviewed practice and procedures. A very clear Red Rose way of teaching Floppy phonics has been ironed out and documentation created. External monitoring has been sought from the LA and this has allowed any gaps to be identified and addressed. Parents have been kept updated of changes and in the absence of being able to invite parents into school, information via newsletters and the website have been shared. All staff have continued to access network meetings to ensure they are kept abreast of any changes and updates in their curriculum area. Subject leads have also received directed time for subject leadership. Coaching training has continued for members of the SLT ready to be disseminated to all staff in the summer term. CPD has had a specific focus on anxiety through our involvement in the anxiety project. All staff have received anxiety training as part of PD days. A smaller group of staff have been trained as peer mentors. This has had a significant impact on interventions delivered during the summer term. All staff have received 3 hours of training on White privilege following feedback from our PSHE consultation. Newly qualified and ECT staff have benefitted from additional support from Implementation leads to develop teaching and learning and have had opportunity to work in other year groups to observe best practice.</p>	
Targeted Academic Support	<p>Smaller classes across school continue to have a positive impact on outcomes. End of term data demonstrates children are making good progress with particularly strong evidence of impact from small intervention groups. We have been able to employ an additional teacher 3 mornings a week to deliver small group intervention to identified pupils in reading and phonics. This has provided a significant improvement in outcomes for these pupils to enable catch up. Y5 &amp; Y6 children have continued to listen to readers in KS1 x3 weekly and this has had a positive effect. Accelerated Reader scores are closely monitored and achievements celebrated through certificates and praise. Additional books have been purchased to provide a wider range of texts.</p>	
Wider Strategies	<p>Attendance was significantly impacted by COVID during the spring term with monthly attendance figures dropping to an average of 93.8% however this increased during March and April. Overall attendance for the academic year at the end of the spring term was 94.4% but excluding COVID was 96.4%. The employment of sports coaches during lunchtimes has continued to have a positive effect on behaviour and engaging pupils in active purposeful games. Fewer after school clubs were offered during Spring 1 due to COVID but we were able to resume a greater number of clubs during spring 2 and there was a strong uptake by pupils. A high % of PP children continue to engage in afterschool activities.</p>	

Activity	Summer 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		