

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	305
Proportion (%) of pupil premium eligible pupils	16%
Academic years covered by statement	2021-24
Publish date	October 2022
Review date	July 2023
Statement authorised by	Mrs A Brinton
Pupil premium lead	Mrs A Brinton
Governor lead	Mrs J Lumley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,870
Recovery premium funding allocation this academic year	£5,800
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	£71,670

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	46% of disadvantaged children have SEND with 30% 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: £40,000

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 additional Accelerated Reader books 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: £ 14,670

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: £71,670

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 2021 to 2022 academic year.

Teaching Strategies

Internal monitoring demonstrates fidelity to the Floppy Phonics scheme. Outcomes for the Phonics Screening Test at the end of Year 1 were 95%. This has been a consistent year on year improvement with a 4% rise since 2021. Staff are confident in delivering the programme and can clearly see the benefits of the Floppy Phonics approach. Moving forward, we need to ensure all new staff are confident with teaching Floppy Phonics and as a school continue to reflect and make any adjustments as necessary. Staff have continued to attend CPD for their subject area and have all had the opportunity to lead staff meetings and discuss what is working well and next steps with staff. SLT have completed their coaching training but there has not been the opportunity to disseminate this across all staff as planned due to time constraints. This will continue to be a focus as we move into the next academic year. Newly qualified and ECT staff have continued to benefit from additional support from Implementation leads to develop teaching and learning and all staff have had opportunity to work in other year groups to observe best practice. Detailed SEN plans and clear SEN interventions with measurable SMART targets has ensured staff have focused on addressing areas of difficulty.

Targeted Intervention

Smaller classes across school continue to have a positive impact on outcomes. End of year data demonstrates children are making good progress with particularly strong evidence of impact from small intervention groups. One to one tuition has focused on Reading and writing in Y2. Average progress over the term was an increased scaled score of +5 with some pupils making significant improvement. End of KS2 outcomes were particularly strong in Maths (PP+0.8 VA) and writing (PP+3.7 VA) with both outcomes above VA for non PP pupils. Reading outcomes were (PP -0.3) but this was above VA for non PP pupils. A review of reading has taken place and improvement priorities identified for the next academic year. Y5 & Y6 children have continued to listen to readers in KS1 x3 weekly and this has had a positive impact. Accelerated Reader scores are closely monitored and achievements celebrated through certificates and praise.

Wider Strategies

Overall attendance for the academic year was 94.3% (95.7% excluding Covid related absence) Attendance figures for PP vs nonPP are broadly in line but persistent absence for PP pupils is higher. The School Business Manager had been proactive in this area and had worked with families to improve this figure and impact has been evident. Term time holidays (missed due to Covid) have had a significant impact on attendance. The employment of sports coaches during lunchtimes has continued to have a very positive effect on behaviour and engaging pupils in active purposeful games. During the summer term, pupils had the option of opting in to Turbo Sports. There was a very high % of pupils who chose to attend daily - approx 50%. This was particularly boys. Peer mentors have been trained and are visible to children requiring support at break times and lunchtime. Peer mentors are supported by several members of trained staff and regular meetings take place to enable all to continually evaluate and make any necessary changes. Pupil voice shows that pupils value this support and Peer mentors are enjoying their role. A high % of PP children continue to engage in afterschool activities.