

Pupil Premium Strategy Statement

2023/24

'It is not one big intervention but a thousand little interventions day in, day out, week in, week out... that make the biggest difference...'

Marc Rowland, Unity Research School, June 2022

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Redfield Educate Together
Number of pupils in school	368
Proportion (%) of pupil premium eligible pupils	27%
Academic years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sophie Westerwijk, Headteacher
Pupil premium lead	Sophie Westerwijk, Headteacher
Governor lead	Hannah Shiner, link governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,000
Recovery premium funding allocation this academic year	£0
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	£143,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good and better progress and reach their full potential across all subject areas. By having high expectations for all of our children and nurturing a culture where everyone **can** and **will** achieve, we support our disadvantaged children to flourish and be equipped to move onto the next stage of their education with the skills and knowledge they need to achieve well. **We firmly believe that ALL adults in our school community are champions of all children in receipt of the Pupil Premium Funding and therefore responsible for the progress that they make.**

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including those individuals who are high attainers or have the capacity to be.

We will consider the challenges faced by our disadvantaged pupils, such as those who have a social worker, refugee and asylum seekers and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Integral to our approach is the belief that the class teacher knows their children the best and has the strongest relationship with them. We therefore believe they are best placed to deliver high quality teaching and use high quality assessment information to identify specific gaps in understanding for our disadvantaged pupils. These will be addressed through specifically tailored, small group, class teacher-led interventions.

As a school, we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes, raise expectations of what they can achieve and strive to build positive and strong relationships with each of our disadvantaged children
- Ensure key staff know our disadvantaged children well
- Consider their individual needs, interests, hopes and ambitions when planning
- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene when need is identified

Challenges

This details the key challenges to achievement that we have identified amongst our disadvantaged pupil group

Challenge number	Detail of challenge
1	High level of social, emotional and mental health need which can prevent children from accessing learning, reaching their full potential and impacting negatively on the learning of those around them
2	Difficulty managing unstructured times such as playtimes which leads to poor behaviour, disrupted learning sessions and dysregulation
3	Significant knowledge gaps in basic skills, particularly in the technical aspects of writing (spelling), the recall of number facts in maths and the application of these skills to reasoning and problem solving
4	Persistent absenteeism
5	Increasing financial strain on families means that children do not have access to a range of wider curricular activities

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategic plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Children are engaged in lessons and display positive learning behaviours</p> <p>Children are able to use a range of self-regulation strategies and when needed are supported well by adults to regulate their emotions</p> <p>Class teachers plan whole class Thrive sessions which support children with</p>	<p>A consistent whole school approach to relationships and behaviour for learning is consistently in place across school and those children who require additional and different support receive this through a behaviour support plan</p> <p>Our 'Redfield Way' is embedded and leading to higher standards of behaviour (evidenced by Child and Staff Voice, lesson shares, books shares, external monitoring reports)</p> <p>Lesson shares show good levels of engagement and the large majority of children successfully following our 'Redfield Way'</p> <p>Book shares show good levels of engagement in lessons</p>

<p>managing and regulating their emotions</p> <p>A designated Thrive practitioner supports our most vulnerable children across school through targeted interventions in a designated Thrive base</p>	<p>Number of visits to partner classes and internal seclusion/suspension data shows a reduction in challenging behaviour during lessons</p> <p>Regulation stations are well-resourced and children know how they can support themselves to regulate</p> <p>Teachers implement the core offer in classrooms and adults use a range of strategies to support children to regulate</p> <p>Child Voice demonstrates that children feel they can learn in lessons and behaviour has improved</p> <p>All staff have received whole school Thrive training and designated staff members x 2 have received additional Thrive practitioner training</p>
<p>Children engage with a variety of activities during playtimes and challenging behaviour is significantly reduced</p>	<p>Appointed Sports Leaders are leading structured games during lunchtimes for all year groups and zones are clearly identified and meet a range of different physical needs</p> <p>Play Team staff are successfully supporting children to manage conflict using our whole school approach to problem solving</p> <p>Play Team staff are increasingly proactive in their role and zoning of the playground supports this</p> <p>Internal seclusion/suspension data shows reduction in challenging behaviour at playtimes</p> <p>Kindness Champions and Sports Leaders are proactive in their role and promoting positive play and interaction</p> <p>Child Voice data demonstrates that children enjoy lunchtimes with a range of activities on offer</p>
<p>A higher percentage of children will reach national expected standards and above in writing and maths</p>	<p>Monitoring of standards will show that children are increasingly on track to reach expected standards and above and where this is not the case, swift action is taken to provide additional support</p> <p>Teachers will plan and deliver lessons based on a whole school agreed approach to high quality teaching and learning</p> <p>Through robust assessment teachers will have a good understanding of gaps in learning and use these to guide their next steps/lesson</p> <p>Teachers/LSWs will use structured pre (maths) and post teach lessons to reduce these gaps</p>

	<p>Children will receive targeted support in 1:1 Catch-Up Numeracy and Literacy interventions</p> <p>Children will receive before school basic skills sessions, led by Learning Support Workers</p>
<p>Whole school percentage of persistent absenteeism will be closer to the national average figure</p>	<p>An attendance action plan will be in place for families of concern and monitoring will show improved attendance</p> <p>Parents/carers and staff will be familiar with the Trust Attendance strategy/policy</p> <p>Fining issued where PA is a problem</p> <p>Family support worker targeting families where PA is a barrier through individual and group support</p> <p>Before school basic skill sessions target our disadvantaged children</p>
<p>Children's well-being and mental health benefit from a range of enrichment and wider curriculum experiences</p>	<p>A high number of children in Key Stage 2 are benefiting from instrumental tuition</p> <p>All children attend a wide range of engaging and relevant school trips over the year including a year 6 residential experience</p> <p>Child Voice data demonstrates the positive impact of these experiences</p>

Activity in this academic year 2023/24

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: **£45,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of an Assistant Head Teacher to lead on the implementation of whole school 'Thrive' and lead on Inclusion</p> <p>(30% of salary = £23,000 towards salary)</p>	<p>Impact Report The Thrive Approach</p> <p>Schools and settings that have adopted Thrive have reported many benefits. These include fewer disruptions in class, reduced exclusions and improved academic results. The knock-on effect of this can be better parent-school relationships and improved staff morale.</p>	<p>1, 2, 3</p>
<p>Contribution towards the Family Support Worker salary – specifically targeting attendance and supporting our most vulnerable families and children</p> <p>(30% of salary = £11,000)</p>	<p>Evidence brief on improving attendance and support for... EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 3</p>
<p>Introducing Read, Write, Inc across school (including training and resourcing) (£8,000)</p> <p>Resourcing for Accelerated Reader Scheme across school (£3,000)</p>		<p>3</p>

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

Budgeted cost: **£58, 752**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release time for class teachers to provide targeted small group support for children in their class</p> <p>(focus on years 1, 2, 4 and 5 with class teachers released for 3 x pms weekly for 24 weeks - £204 x 3 x 24 = £14, 688 x 4 Total = £58, 752</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Relationships are integral to children feeling safe and secure and therefore achieving well. At Redfield, we pride ourselves on the strong relationships that our staff build with our children. Our class teachers form excellent relationships with the children in their care, know them well as individuals and therefore we believe are in the best possible position to make a difference to the progress that they make.</p>	<p>3 (1)</p>
<p>Sports Leaders to deliver: Active Maths and Literacy programme for 3 hours weekly, Social skills development through teaching playground games for 1 hour weekly, Sensory Circuits for 1 hour weekly</p> <p>(see costings below)</p>	<p>Physical development approaches EEF (educationendowmentfoundation.org.uk)</p> <p>Positive impact of physical activity on children's well-being, emotional health and self-regulation skills</p>	<p>1, 3, (2)</p>

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

Budgeted cost: **£39, 790**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sports Leaders appointed for lunchtimes (inc the delivery of skills based physical learning sessions for 1 hour in pm)</p> <p>(£15, 000 for 2 leaders daily 11-30-1.30pm)</p>	<p>Physical development approaches EEF (educationendowmentfoundation.org.uk)</p> <p>Positive impact of physical activity on children's well-being, emotional health and self-regulation skills</p>	<p>1, 2, 3</p>
<p>Families to receive financial support to cover cost of yearly school trips/visits and visitors and activities linked to our Annual/Events Planner (approx. £990)</p>		<p>5, 3</p>
<p>Year 6 families to receive financial support to cover 50% of residential trip (approx. £4,000)</p>		<p>5, 3</p>
<p>Children in Phase 2 to receive instrumental tuition (approx.. £19, 800)</p>		<p>5, 1</p>

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 2022-23 academic year

Child/Staff voice, Lesson and book shares, formative and summative and whole school assessment demonstrates that:

Engagement in lessons and behaviour around the school has improved significantly with a particularly marked improvement in certain year groups

The large majority of children report feeling safe in school and at playtimes

Almost all children enjoy playtimes and the range of activities on offer

Staff are using assessment information with increasing confidence to inform next steps in learning

Pre-Teach groups (targeting our disadvantaged learners) are being delivered across school and are resulting in raising children's self-esteem and increasing engagement in whole class maths lessons

Some children are benefiting from Catch-Up intervention but this has not yet impacted well enough on their overall progress (impact of Catch Up trained staff leaving the school part way through the academic year)

Data shows that where the teaching has been the strongest our disadvantaged children have made good and better progress. However, our statutory assessment data shows that our this pupil group is still under-achieving across core subject areas and particularly in writing and maths.

Attendance is still a concern, despite an improvement for individual children.

Our 2023-24 strategic priorities have been identified from informal and formal observations, end of year statutory and attendance data, lesson and book shares and discussions with children, governors, leaders and the wider staff team.

Externally provided programmes

Programme	Provider
Nil	

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not funded by pupil premium. This will include:

- developing staff expertise around assessment for learning practices with a particular focus on high quality feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils
- offering before school basic skills groups, led by our Learning Support Workers
- offering high-quality and inspiring extracurricular activities to boost well-being, behaviour, attendance and aspiration wherever we can, or signposting to local providers
- offering high-quality in school support session for parents and carers and signposting to other agencies and support within the local area through our website, newsletters and other forms of communication

Planning, implementation, and evaluation

In planning our pupil premium strategy, we have chosen predominantly one, whole school learning and teaching strategy (small group tuition) to provide high quality support to our most disadvantaged learners. We have focused on the importance of adult/child relationship throughout our strategy as we know the positive impact this has on well-being and overall achievement. Our strategy will be evaluated on an ongoing basis as part of whole school monitoring and evaluation activity including pupil progress meetings and regular staff training sessions.