

Pupil Premium Strategy Statement

2022/23

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	384
Proportion (%) of pupil premium eligible pupils	30% (29.6)
Academic years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£152, 350
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	£152, 350

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.

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 and raise expectations of what they can achieve Get to know our disadvantaged pupils well and strive to build positive and strong relationships with each individual child
- 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 at the point 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 and recall of number facts in maths
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>A consistent whole school approach to relationships and behaviour for learning is consistently in place across school</p> <p>Our 'Redfield Way' is embedded and leading to higher standards of behaviour (evidenced by child/parent-carer and staff voice data, lesson visits, external monitoring reports)</p> <p>Lesson visits show good levels of engagement and children successfully following our 'Redfield Way'</p> <p>Book shares show good levels of engagement in lessons</p> <p>Number of visits to partner classes and internal seclusions/exclusions data shows a reduction in challenging behaviour in 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>Designated staff member leads the implementation of a whole school Thrive approach</p> <p>Appointment of a psychotherapist provides 1:1 support for our most vulnerable pupils and support for staff to support challenging behaviour</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</p>

	<p>Play Team Staff are successfully supporting children to manage conflict using our whole school approach to problem solving</p> <p>Play Team are increasingly proactive in their role and zoning of the playground supports this</p> <p>Internal seclusion/exclusion data shows reduction in challenging behaviour at playtimes</p> <p>Kindness Champions are proactive in their role and promoting positive play and interaction</p> <p>Child Voice demonstrates that children enjoy lunchtimes</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 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 their children's gaps in learning</p> <p>Teachers/LSWs will use structured group pre 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>Teachers will deliver targeted small group support to groups of children in the afternoons to reduce gaps in learning</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</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 'Book and Breakfast' club in place to target 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 benefitting from instrumental tuition</p> <p>All children attend a range of 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 2022/23

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: **£60, 900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of an Assistant Head Teacher to add leadership capacity to deliver aspects of our school development plan</p> <p>(£30, 000 contribution towards salary)</p>		1, 2, 3
<p>Contribution towards the Family Support Worker salary – specifically targeting attendance and supporting vulnerable families (refer to action plan)</p> <p>(£15, 000)</p>		4, 3
<p>Appointment of a psychotherapist to work in school one day weekly</p> <p>(£10, 900 school contribution towards salary)</p>		1
<p>To implement Thrive across school</p> <p>(approx.. £5, 000)</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>	1, 2, 3

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

Budgeted cost: **£49, 760**

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 (approx. £38, 760 based on 1 full day supply weekly for 12 teachers over 19 sessions)</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>	3
<p>Training for 5 Learning Support Workers in Catch Up Numeracy and Literacy (£11, 000 inc supply costs)</p>	<p>Catch Up Numeracy EEF (educationendowmentfoundation.org.uk)</p> <p>Catch Up Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>There is evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions than as general classroom support.</p>	3
<p>Sports Leaders to deliver Active Maths and Literacy programme (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>	1, 2, 3

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

Budgeted cost: **£41, 300**

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>(£11, 000 for 3 leaders daily)</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>	1, 2, 3
<p>Family Support Worker to implement daily 'breakfast and read' club to target persistent absenteeism</p> <p>(approx. £500 for food/additional resources)</p>		4, 3
<p>Family Support Worker reduce barriers to attendance and punctuality by providing resources for individuals, groups and whole school in line with action plan</p> <p>(approx. £1, 000)</p>	<p>New: Evidence review finds sending personalised letters or... EEF (educationendowmentfoundation.org.uk)</p>	4, 3
<p>Families to receive financial support to cover cost of yearly school trips/visits and visitors and activities linked to our Annual/Events Planner</p> <p>(approx. £5, 700)</p>		5, 3
<p>Year 6 families to receive financial support to cover 50% of residential trip</p> <p>(approx. £3, 300)</p>		5, 3
<p>Children in Phase 2 to receive instrumental tuition</p> <p>(approx.. £19, 800)</p>		5, 1

Total budgeted cost: £151, 960

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 2021-22 academic year

Appointment of current Head Teacher - 25th April 2022

Insufficient and inaccurate internal data meant that impact measures were not possible to obtain.

Our 2022-23 strategic priorities have been identified from informal and formal observations, end of year statutory and attendance data, 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 being funded by pupil premium or recovery premium. That will include:

- developing more effective practice 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 high-quality and inspiring extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration wherever we can, or signposting to local providers.
- signposting parents & carers 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 a predominantly whole school strategy to provide high quality support. 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 alongside school monitoring and evaluation activity including pupil progress meetings and regular staff training sessions.