

# Pupil premium strategy statement



This statement details our school's use of pupil premium recovery premium funding for the 2021 to 2022 academic year) 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	391
Proportion (%) of pupil premium eligible pupils	29%
Academic year that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Miriam Fredrickson-Barnaby, Headteacher
Pupil premium lead	Miriam Fredrickson-Barnaby, Headteacher
Governor / Trustee lead	Hannah Shiner

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,134
Recovery premium funding allocation this academic year	£13,195 £13,230 (£9,923 + 25% school funding)
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	£149,364

# 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 progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children, including many with EAL. These are evident from Reception through to Y6.
2	Assessments, observations, and discussions with children suggest some disadvantaged children are not yet achieving age related expectations in phonics and this is negatively impacting their development as readers.
3	Assessments indicate that some disadvantaged children are not yet achieving age related expectations in reading, writing and maths.
4	Our assessments and observations indicate that many disadvantaged pupils have been negatively impacted by school closure and the wider effects of the pandemic, including limited cultural experiences which impacts on learning particularly in reading and writing.  This has resulted in significant knowledge gaps leading to children falling further behind age-related expectations, especially in younger year groups.
5	Our assessments, observations and discussions with children and families have identified social and emotional issues for many children, including many who are disadvantaged, notably due to lack of social and cultural enrichment opportunities during lockdowns. This has impacted on their play and social skills and ability to regulate their emotions.
6	Our assessments, observations and discussions with children and families have identified a rise in anxiety and drop in confidence and self-esteem among many disadvantaged children. This is affecting their ability to fully engage with learning and leading to a drop in attainment and progress and in some cases, attendance.

## 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
Improved oral language skills and vocabulary among disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, writing and maths attainment among	End of Year assessment data shows improved reading outcomes in 2021/22 among disadvantaged children.

disadvantaged children.	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in the curriculum, including play and enrichment activities, particularly among disadvantaged pupils</li> </ul>
To improve confidence, self esteem and emotional resilience and thereby increase engagement and attendance	<ul style="list-style-type: none"> <li>• observations, discussions and assessments indicate an improvement in engagement among those currently affected by anxiety, low self esteem and emotional dysregulation.</li> <li>• there is a reduction in behaviour incidents resulting from emotional dysregulation</li> </ul>

## 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: **£80,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (NFER and Headstart;</p> <p>Training for staff to ensure assessments are interpreted and administered correctly (includes writing moderation)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>Embedding oral language and vocabulary development programmes across the school. This includes speech and language therapy; colourful semantics; WordAware and drama/oracy project.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1

<p>We will purchase resources and fund ongoing teacher training and release time.</p>		
<p>We will subscribe to Bug club, which is a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to participate in Bristol's Boolean Maths Hub (flagship DfE funded programme, coordinated by NCETM) and release our maths lead to participate in the Hub's Primary Mastery Specialist Programme.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3</p>
<p>Improve the quality and extent of social and emotional (SEL) learning and therapeutic interventions. We will appoint and fully train two EL-SAs (Emotional Learning Support Assistants); we will also appoint and train staff to deliver Nurture classes, play therapy and to teach play and social skills. We will train all staff in Zones of Regulations and teach the ZoR curriculum throughout the school.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>5,6</p>

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

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Infant Language Link Speech and language tool purchased and used in EYFS and KS1; S&amp;L and EAL interventions for children who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 4</p>
<p>Additional regular phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Provide a programme of school-led tutoring (1:1 and small groups) for children whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>

## Wider strategies

Budgeted cost: **£2,364**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on emotional regulation, behaviour management and mental health with the aim of improving behaviour, confidence and engagement</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p>	<p>5</p>

	<a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	
Provide family support service to increase children's emotional wellbeing, ensure basic needs are met (e.g. are fed and feel safe) engagement and attendance support to maintain high levels of attendance and improve engagement	<p>Maslow's Hierarchy of Needs – basic needs need to be met before learning is possible</p> <p>DfE Supporting Attendance Guidance states importance of attendance and emphasises importance of family support and engagement</p>	6
Increase cultural capital by providing and subsidising cost of cultural experiences and tuition including music lessons	<p>Research indicates music education aids brain development and has a wide range of educational benefits. See research analysis from Arts Education Partnership</p> <p><a href="https://files.eric.ed.gov/fulltext/ED541070.pdf">https://files.eric.ed.gov/fulltext/ED541070.pdf</a></p> <p>Based on our experiences, disadvantaged families are less likely than others to access music education and other cultural experiences.</p> <p>There is a wide range of evidence linking wide cultural experiences to high attainment in reading and Early Years Education. For example, the British Association for Early Education outlines the benefits here: <a href="https://www.early-education.org.uk/cultural-capital">https://www.early-education.org.uk/cultural-capital</a></p>	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £149,364**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum and extensive pastoral support, including during periods of partial closure, delivered by teaching and support staff collaborating well and making excellent use of digital communication.

Overall attendance in 2020/21 was 95.2%. Attendance among disadvantaged children was 92.4% (2.8% gap). In 19/20 and 18/19 attendance was 94% and 94.7% (overall) and 91% and 91.7% (disadvantage) – both years the gap was 3%. So in 20/21 overall attendance rose and the gap reduced slightly.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.