

Pupil premium strategy statement – Redbridge Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	9.78%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Steve Davies
Pupil premium lead	Steve Davies and Harveen Heer
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108, 000
Recovery premium funding allocation this academic year	£11,310
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£119,310

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 following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme 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
- The ultimate aim for our Disadvantaged Pupils are
- To help vulnerable or disadvantaged children to reach their potential.
- To close the attainment gap between disadvantaged and non-disadvantaged children within school.
- For all children to be prepared for the next step in their education and make a positive contribution to society.

Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate that our Pupil Premium children are not performing as well as their non-disadvantaged peers at the Expected standard and Greater Depth
2	There is a small, key group of pupils in receipt of PP not making expected progress despite interventions.
3	Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn
4	Access to wider opportunities and enrichment activities.
5	Access to resources and academic support at home (including school uniform)

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
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions. To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.
To provide enrichment opportunities for pupils to enhance their life experiences	Increase the number of disadvantaged children participating in educational visits including residential trips.
To raise each child's cultural capital through the opportunities provided by our rich and engaging curriculum.	The investment in staff CPD by developing the role of the subject leader. Disadvantaged children are exposed to

Disadvantaged children will develop the knowledge, understanding and vocabulary in line with non-disadvantaged children.	a knowledge-rich curriculum with subject specific vocabulary as its key driver. Participation in a broad range of extra-curricular opportunities – including residential visits and trips – to develop their knowledge and understanding of the world.
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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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff to better understand the needs of these pupils and appropriate interventions and strategies to support them to be successful	The learning and teaching delivered to pupils directly influences and impacts upon the outcomes of pupils.	1, 2
High quality teaching for all: we emphasise “quality teaching first” and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.	Quality First Teaching impacts on the outcomes of pupils.	1, 2, 5
Developing the role of the subject leader to support pedagogical approaches to delivering the curriculum	The curriculum enriches pupils’ learning and enjoyment. The goal is to build a wide knowledge base so that each child is ready for the next stage in their education with a better understanding of their world. As a part of our commitment to that	1, 2

	pledge and ensure our disadvantaged learners build a deep knowledge of each subject and can articulate this knowledge	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £97,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective deployment of staff, Teaching Assistants to support key children and year groups.</p> <p>Targeted Interventions led by member of SLT in Year 6.</p> <p>Teaching Assistant timetable re-evaluated to deliver pastoral groups, positive play at playtimes, out-door learning, settling child into school in the morning.</p>	<p>EEF research guidance: Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	1 2
<p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by Deputy Head Teacher and PP Lead Pupil progress meetings termly Regular monitoring of targeted interventions</p>	<p>EEF Toolkit guidance: Response to Intervention EEF (educationendowmentfoundation.org.uk)</p> <p>'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'</p>	1 2
<p>Embedding dialogic activities across the school curriculum. These can</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as</p>	1 2

support pupils to articulate key ideas, consolidate understanding and extend vocabulary	high-quality classroom discussion, are inexpensive to implement with high impacts on reading	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure equality and inclusion for all pupils to all school activities including clubs and school visits	<p>All pupils are able to access residential trips and school visits. facilitate an extensive programme of clubs (free to PP) and activities during and after the school day</p> <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes</p> <p>Life enriching experiences are essential for the wellbeing and development of young people. Therefore no child will miss out due to hardship. This includes the residential trips</p>	4
To ensure access to resources to support learning at home	<p>All pupil will be provided with a resource pack containing items which will support with home learning and homework – this includes coloured pencils, 100 square etc.</p> <p>This will enable the children to access the homework and therefore impact on the level of engagement.</p> <p>School uniform is also provided to children to ensure that they feel part of the school family.</p>	5

Total budgeted cost: £119,000

Part B: Review of the previous academic year 2021-2022

Outcomes for disadvantaged pupils

Pupils and staff continued to be significantly impacted by COVID during the Winter and Spring terms, with absence affecting the educational recovery process.

Educational residential visits did not recommence last academic year.

Objectives from last academic year

Teaching and Targeted academic support and interventions:

Creative, flexible and targeted use of teaching and support staff in class and also additional individual and group interventions.

Targeted enhanced and enriched curricular activities

All disadvantaged children are invited to attend fully funded enrichment opportunities. The school have paid for access to educational visits and clubs.

Wider Strategies

Wider opportunities for ALL children to receive musical/instrumental tuition to promote self-esteem, wellbeing and improved knowledge of music. This was unable to happen due to covid lockdown.

Attainment and Progress

Pupil Premium make good progress from their starting points, this is evident from our internal data tracking.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.