

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	Reedwood E-ACT Primary Academy
Number of pupils in school	475
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Maxine Lathbury-Cox
Pupil premium lead	Laura Turley
Governor / Trustee lead	Karen Horne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£269,000
Recovery premium funding allocation this academic year	£29,000
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	£298,300

Part A: Pupil premium strategy plan

Statement of intent

At Reedswood, our intent is to close the gap between our disadvantaged pupils and their non-disadvantaged peers. Overcoming barriers is at the heart of our pupil premium strategy. We want to ensure that all children can be successful and achieve. Our key objectives for our disadvantaged pupils include:

- Ensuring that all children receive quality first teaching in all lessons
- Providing targeted academic support for children who are not making expected progress
- Addressing non-academic barriers such as attendance, access to resources, well-being and cultural capital
- Closing the attainment gap between disadvantaged and non-disadvantaged pupils

Our current strategy works towards achieving these objectives by ensuring that there are well planned actions in place across the school to meet these objectives. All staff are well informed about Pupil Premium funding and what it is used for and are aware of their role in supporting these children. Our current strategy works towards identifying and addressing barriers to success for disadvantaged children using a whole school approach.

The key principles of our strategy plan are:

- a commitment to the best possible outcomes for all disadvantaged children
- high expectations for all pupils, recognising that deprivation and challenge do not equal low ability
- actions that are underpinned by high quality research to ensure that they are most likely to have a positive impact
- ongoing self-evaluation and review to assess the impact of strategies

Challenges

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

Challenge number	Detail of challenge
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1	Pupils readiness for learning including well-being, regular routines, attendance and access to resources.
2	Limited speech and language skills which impacts on learning.
3	Gaps in prior learning including skills needed to retain knowledge taught
4	Parental engagement including aspirations, role models and academic support at home
5	Limited life experiences outside of family home
6	Attainment in English and Maths

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 will be 'ready to learn' with effective support from Nurture groups, ensuring access to resources and support for attendance.	<p>Pupils will access appropriate Nurture/ Interventions/ Resources in order to make good or better progress in their learning.</p> <p>Attendance of PP pupils will be in line with or better than National Average for Non-PP children.</p>
Pupils are able use speech and language at a level that is appropriate for their age.	Pupils will be able to communicate effectively at an age appropriate level.
<p>Gaps are identified early and high-quality, effective interventions/ catch up put in place to ensure these gaps are closed.</p> <p>Children will be equipped with skills and strategies through interventions and a whole school approach to ensure they can learn and access the curriculum</p>	<p>Termly data analysis, including knowledge checks, will show that these gaps are closing. Children will make good or better progress.</p>
<p>Improved parental involvement and engagement with school workshops and events. Parents feel well supported to help their children at home.</p> <p>Pupils have a strong sense of self belief and high aspirations for their future.</p>	<p>Attendance at workshops and Community Hub events is high.</p> <p>PP families attendance at these events is good.</p> <p>Pupils to experience a wide range of opportunities to raise their aspirations.</p> <p>Children show high levels of self-belief, tracked through ongoing pupil voice.</p>

<p>Pupils are exposed to a wide range of social/cultural and sporting experiences.</p>	<p>Pupils attend events/visit places they would not usually be exposed to.</p>
<p>PP pupils' attainment is in line with that of Non PP in Reading, Writing, Maths and Phonics.</p>	<p>End of Key Stage assessments show % of PP children at ARE</p> <p>Phonics screen results for PP children are at or above National Average</p>

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching of vocabulary across all lessons	<p>A consistent and robust approach to explicitly teaching vocabulary across the whole school.</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium (EEF Pupil Premium)</p>	2
To continue to improve the Quality First Teaching across the curriculum for all pupils within the Academy	<p>The effective inclusion of all pupils in everyday high quality teaching will ensure that children have an increased memory and ability to recall from this</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium (EEF Pupil Premium)</p> <p>Pupils are more active and attentive in lessons leading to increased levels of participation and therefore increased levels of progress</p>	3 & 6
To develop a whole school approach to utilising working memory	<p>Poor working memory skills are relatively commonplace in childhood, and have a substantial advance impact on children's learning. One striking finding across many studies has been that the children with poor working memory that we have identified via routine screening are rarely described by their teachers as having memory problems (Gathercole et al., 2006).</p>	3
Continued consistent use of RWI phonics	<p>Evidence 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. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (EEF Toolkit)</p> <p>1:1 tutoring can be effective in delivering, on average, about five months additional progress. (EEF)</p>	6

Quality First Teaching to close gaps in attainment between PP and Non PP in Reading and Writing.	The effective inclusion of all pupils in everyday high quality teaching will ensure that children have an increased memory and ability to recall from this Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium (EEF Pupil Premium) Pupils are more active and attentive in lessons leading to increased levels of participation and therefore increased levels of progress	6
Quality First Teaching to close gaps in attainment between PP and Non PP in Maths.	The effective inclusion of all pupils in everyday high quality teaching will ensure that children have an increased memory and ability to recall from this Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium (EEF Pupil Premium) Pupils are more active and attentive in lessons leading to increased levels of participation and therefore increased levels of progress	6

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

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that early communication needs are met.	The EEF toolkit suggests that: Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. We want to provide extra support to maintain high attainment, Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence such as 'visual learning' by John Hattie and the EEF toolkit. Delivery of individualised speech and language programmes ensures that pupils are able to better access the curriculum and engage in the world around them.	2

	<p>Early identification of needs in EYFS through the use of language development programmes has been shown to have a positive impact on children's speech and language development</p> <p>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress) (EEF Toolkit)</p>	
<p>Gaps identified through termly assessment and targeted intervention groups to be delivered by SLT/HLTA</p>	<p>EEF states that small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>Pupils will be able to work with HLTA/Qualified Teacher during interventions to 'fill gaps' in pupils' learning.</p>	3 & 6

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide a nurture provision for those pupils with social, emotional and behavioural needs</p>	<p>Targeted group support for identified needs through use of Pupil Premium passports – children have opportunities to explain and talk about their own wants and needs so that individualised support can be implemented</p> <p>The EEF Toolkit states that: On average, Social and Emotional Learning 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.</p> <p>Use of Nurture provision has shown in previous years to have a positive impact on children's well-being and ability to access provision in class</p>	1
<p>Regular homework club</p>	<p>Enabling children to have opportunities to access resources that they may not be able to access at home supports them to</p>	1 & 4

	<p>keep up with their peers and get the same learning experiences.</p> <p>Evidence shows that children completing homework supports their knowledge and understanding development as it consolidates what they have been taught in school. In order to close the gap for disadvantaged pupils, homework clubs can ensure that these children have the same opportunities for this consolidation.</p>	
Consistent action plan and procedures to tackle absence	<p>Pupils need to be in school to learn. NFER briefing for school leaders identifies addressing attendance as a key step. Expectation that all pupils attend school.</p> <p>Disadvantaged pupils are disproportionately likely to fall into the groups of pupils with the worst absence.</p> <p>Rewards and financial incentives, used wisely, can be useful in breaking persistent resistance to good attendance.</p> <p>Allocating part of the pupil premium to fund support for the transition of vulnerable pupils is likely to prove an effective use of resources. (School Improvement and Inspection Research)</p>	1
Improved parental engagement	<p>Strong partnerships between home and school are proven to be very effective in helping children to make progress academically. If parents feel well supported and empowered to help their children at home then this has a positive impact on their child's learning and development.</p> <p>Schools should be optimistic about the potential of working with parents. There is an established link between the home learning environment at all ages and children's performance at school. Schools and parents have a shared priority to deliver the best outcomes for their children (EEF- Parental Engagement)</p> <p>Case studies such as Case study: Engaging disadvantaged families Written by: <u>Emma Lee-Potter</u> show the positive impact that engaging families can have on children's progress</p> <p>Parents have the knowledge of concepts taught in school so this is consistent for</p>	4

	children between home and school especially focused on handwriting, calculation policy and phonics.	
Improved links with successful local community figures to raise aspirations and provide positive role models for children	<p>Pupils need to see positive role models to raise aspirations and encourage them to think big and consider what they can achieve.</p> <p>Case studies show the positive impact that raising aspirations and the profile of careers education can have:</p> <p>Raising ambitions for Pupil Premium children</p> <p>Written by: Sean Harris</p> <p>“This was about making aspirations visible and giving whole families real opportunities for thinking about not just what they want to do in life, but the skills required and the fact that these opportunities are local to them too.”</p>	4
Improve links to local secondary schools	Improved priority on education and learning and seeing the impact on that with having successful careers.	1 & 4
Trips/ Workshops to be booked each half term for each class	<p>Pupils have an exposure to and immersion in a range of situations, activities and experiences in order to enrich the curriculum opportunities that they receive. This can be through CPD for staff and improved use of resources/artefacts for use in class.</p> <p>Pupils can draw on these increased experiences in all curriculum areas, particularly in writing, leading to raised achievement</p> <p>Greater aspirations for all pupils as they gain experience of the wider world around them</p> <p>Learning Outside the Classroom can support young people to make good progress regardless of their level of attainment at their point of entry, having benefits in helping children of all ability levels to reach their full potential. It can also help children who have fallen behind</p>	5

	to make good progress compared with their peers. LOtC has also been demonstrated to raise attainment across all areas of the curriculum, including core areas such as reading, writing, communication and mathematics.(LOtC Council Report)	
Raise the profile of reading further within school with new library area.	<p>Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:</p> <p>Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.</p> <p>The only effective route to closing this gap is for children to be taught systematically to read as soon as they start school. In this way, they do not have to rely on adults. Children who become engaged in reading can make huge progress in their literacy development simply through their independent reading, whatever the nature of their early experiences (DfE, Reading Strategy 2021)</p>	4 & 6

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

See Pupil Premium Strategy Evaluation Document 2020/2021 on academy website

Externally provided programmes

Programme	Provider
Phonics	Read Write Inc
Literacy and Language	Read Write Inc
Maths	Collins Maths
Handwriting	Nelson handwriting
Behaviour	Track It

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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