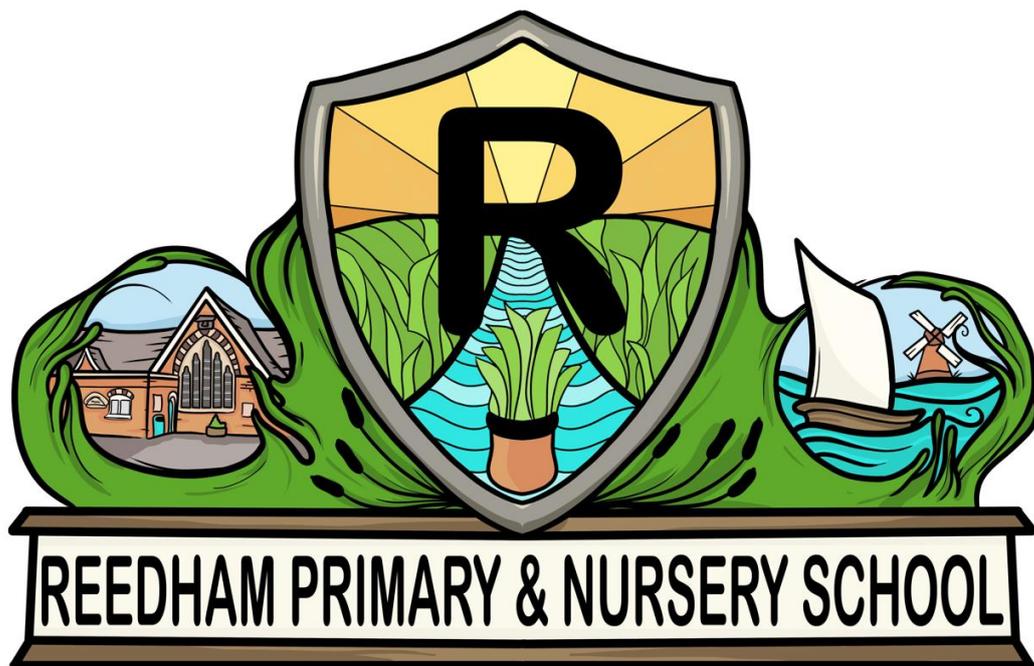


Reedham Primary and Nursery School

Pupil Premium Strategy Statement 2021 – 2024



Pupil Premium Strategy Statement for Reedham Primary School

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	Reedham Primary School
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	Annually until 2024/2025
Statement authorised by	Chris Edwards, Headteacher
Pupil premium lead	Chris Edwards Headteacher
Governor / Trustee lead	Christine Walton, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,555
Recovery premium funding allocation this academic year	£2,970
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£920
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	£29,445

Part A: Pupil Premium Strategy Plan for Reedham

Statement of intent

‘By working together, we learn, we achieve, we care.’ This is what we are striving towards at all times at Reedham Primary School, ensuring that all of our pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. They do so in a nurturing environment which gives them the curiosity and tools to succeed. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, 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 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

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments (BPVS, Baseline), observations (formal and informal) , and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p>School has 36% of its children as PP, 42% with SEND and a high coincidence of children with both SEND and PP across the school: 54</p> <p>This means that individualised SEND approaches are needed to accelerate progress for many of these children.</p>
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. This is especially true for children in Years 2 and 3.</p>
5	<p>Our assessments (parental survey, extracurricular activities survey & wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. Coupled with the fact of facing difficult financial circumstances, these challenges have particularly affected disadvantaged pupils, their ability to access opportunities provided for other pupils and their attainment.</p>

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 pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
Pupil Premium children outcomes in phonics improve and are in-line with national data. Gaps between Pupil Premium and non-Pupil Premium are reduced.	<p>Summative data including statutory assessment analysis, show data in line with national picture and gaps between PP and non PP children closing.</p> <p>Successful implementation of a new synthetic phonics scheme, Little Wandle.</p> <p>Lesson drop ins and observations show consistency of approach to teaching phonics and reading throughout school to enable the best outcomes for children.</p>
Pupil Premium children with SEND make good progress from their starting points across a range of indicators.	<p>Evaluated learning plans, including capturing the pupils' voice</p> <p>Summative assessment data</p> <p>Case studies</p> <p>Pupil voice recorded, book looks</p> <p>Lesson drop ins and observations</p>
Provide high quality and sustainable early intervention for children in early years, Key Stage 1 or Key Stage 2 with speech or language difficulties to allow all children to make good progress socially and academically. All children with identified speech or language issues are given good quality support so that achievement data and 'soft indicators' show that progress is good. Fill gaps caused by Covid disruptions and time away from schooling.	Successful implementation of tutoring programme to support learners where children are identified for additional sessions and make accelerated progress to close the gap on their peers.

<p>To improve mental health, well-being, resilience and opportunities to engage in an enriched curriculum offer.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils• Increased opportunities to access outdoor learning environments
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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)

Budgeted cost: **£8,755**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments and learning support programmes:</p> <p>*NfER</p> <p>*BPVS</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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>EEF Assessing and Monitoring Pupil Progress Standardised tests</p>	<p>1, 2, 3, 4</p>
<p>Teaching Assistants provide bespoke SEND support to children on the SEND register including oral interventions:</p> <p>*TalkBoost for KS1</p> <p>*TalkBoost for KS2</p> <p>We will purchase resources and fund ongoing teacher training and release time</p>	<p>As well as having a positive impact on progress, some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Oral language interventions = +6 months</p>	<p>1</p>
<p>Purchase and implantation of a DfE validated Systematic Synthetics programme to secure stronger phonics teaching for all pupils.</p> <p>*Little Wandle</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics +5 months</p>	<p>2</p>

<p>Mental Health and Wellbeing leader to lead wellbeing initiatives across school and for small groups and individuals who are identified as requiring additional support (linked to actioned points stemming from safeguarding referrals or parent referral). Trained TA to lead Drawing and Talking therapy sessions wellbeing groups.</p>	<p>SEL are targeted at students with particular social or emotional needs EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning SEMH = +4 months</p>	<p>3, 5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£11,470**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In school tutor/mentor to support small groups and 1:1 children to address gaps in core areas.</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Small group tuition = +4 months</p>	<p>4</p>
<p>Additional 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 pupils, particularly from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics = +5 months</p>	<p>2, 3, 4</p>
<p>Identified Y3 children to receive Sounds Discovery intervention with a Teaching Assistant 4 x per week for 20 minutes</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Small group tuition = +4 months</p>	<p>4</p>

<p>Identified Y3 and Y4 children to receive Reading Comprehension Strategies to focus learners understanding of the written text. This will take place before school, extending the school day for these learners.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time Extending School Time = +3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Reading Comprehension Strategies = +6 months</p>	<p>3, 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£9,220**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management (STEPS Training) approaches with the aim of continually developing our school ethos and maintaining good behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions +4 months</p>	<p>5</p>
<p>Creation of outdoor learning classroom to enable opportunities for improved mental health and wellbeing being promoted.</p>	<p>Limited evidence to show the application of this activity can improve cognitive skills in the classroom but this may in turn have a positive effect on academic interventions and can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation outcomes.</p>	<p>5</p>
<p>Training from VNET aimed at improving the curriculum offer afforded to all pupils but especially mindful of those with limited opportunities outside of school and those children in the bottom 20% of learners</p>	<p>Increased enrichment opportunities addressing the issue of limited experiences during school closures and limited financial opportunities for a large number of children in the current economic landscape. disadvantaged pupils, their ability</p>	<p>2, 3, 4, 5</p>

	to access opportunities provided for other pupils and their attainment.	
All children in school have access to the same range of activities, including sporting activities that take place during school time. They have equal access to afterschool activities, music tuition and clubs as well as extended school offers through cluster based activities and wider project work.	<p>The EEF states, 'Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.'</p> <p>It is recognized to have limited benefits in terms of enabling children to make academic progress in purely literacy or numeracy but this is about access of opportunities and inspiring children to be aspirational in their mindset.</p>	5

Total budgeted cost: £29,445

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.

<u>Desired Outcomes</u>	<u>Impact</u>
<p>Fully embed Maths Mastery across the school through enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>All pupils throughout school have access to high quality teaching of maths. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>The EEF Guide to Pupil Premium states that ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using pupil premium to improve teaching quality benefits all students and has particularly positive effect on children eligible for pupil premium.’</p>
<p>Pupil Premium children with SEN make good progress from their starting points across a range of indicators.</p>	<p>SEND learning plans were completed and shared with parents termly to demonstrate progress from starting points.</p> <p>SEND pupils made progress but isolation and school closures as a result of COVID impacted on the progress of some disadvantaged pupils.</p> <p>SEND interventions were supported by TAs.</p> <p>During lockdown, children with SEND were provided with additional support by TAs and teachers so they missed less focused learning time.</p>

<p>Children with coexisting SEND and PP better able to self-regulate their behaviour and apply better attitudes to learning through metacognition and individualised SEND approaches in order to accelerate progress.</p>	<p>Evidence of better self-regulation of targeted children from collection of soft data</p> <p>However, school closures as a result of COVID severely impacted the progress of some disadvantaged pupils.</p>
<p>Support to improve children’s wellbeing, social skills and behaviour positively impacts children’s access to the curriculum, their attainment, progress and attendance.</p>	<p>Pupils who required additional wellbeing support were provided this throughout 2020-21, including virtual support during lockdown.</p> <p>Case studies and evaluations demonstrate the positive impact wellbeing support has had on specific children and families</p>
<p>Parents are involved with their children’s learning and have a positive relationship with school.</p>	<p>Families supported throughout the pandemic.</p> <p>A range of additional communication methods were set up such as Zoom calls, Google Meets, welfare calls home and additional newsletters to effectively communicate with parents during 2020-21. This included things like parent consultations throughout the year and virtual meetings for new reception intake.</p>
<p>All children in school have access to the same range of activities, including sporting activities that take place during school time. They have equal access to afterschool activities, music tuition and clubs as well as extended school offers through cluster based activities and wider project work.</p>	<p>The impact of COVID-19 severely limited opportunities for children to be able to attend enrichment opportunities.</p> <p>Roll forward this target into current year in order to address the issue of access of opportunity to disadvantaged children.</p>