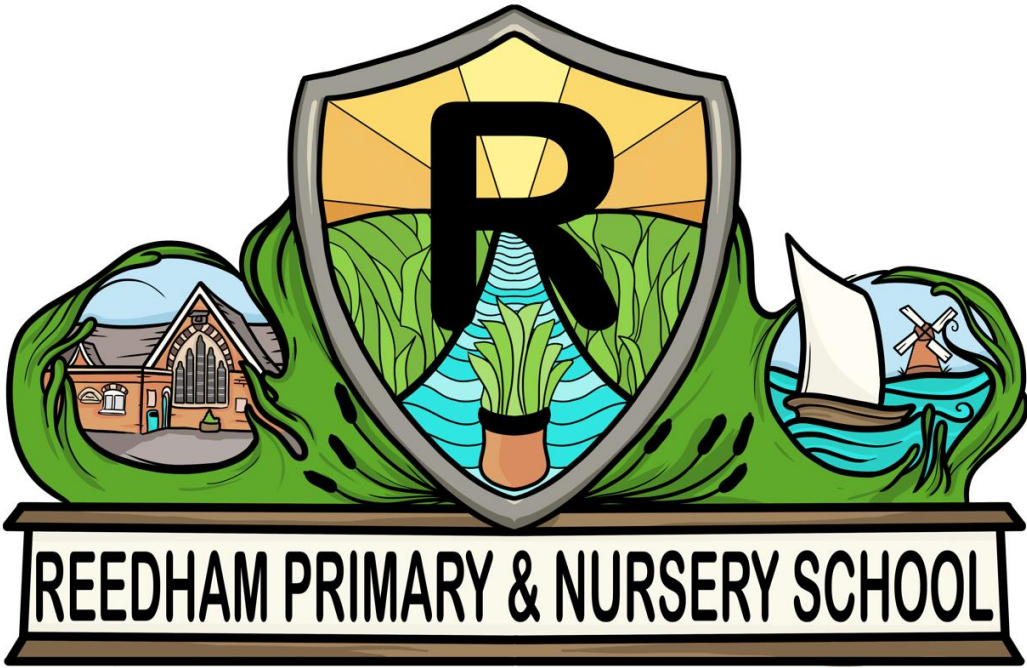


Pupil Premium Strategy Statement

2023 – 2024 to 2025 - 2026



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	68
Proportion (%) of pupil premium eligible pupils	33.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	September 2023
Date on which it will be reviewed	Annually until 2025/2026
Statement authorised by	Beth Spaul, Interim Headteacher
Pupil premium lead	As Above
Governor / Trustee lead	Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,920
Recovery premium funding allocation this academic year	£3770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4328
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	£43,018

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 for 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. We want to make a positive difference, pupil premium funding allows us to do this for our disadvantaged children. We foster a nurturing environment, which gives them curiosity and tools to have high aspirations. 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, so that we can make a positive difference.

Our strategy is integral to wider school improvement priorities 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. This is reflected in our SIDP, target 2 - supporting learners with targeted learning.

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:

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

High quality teaching is at the heart of the Reedham way, 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.

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.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our school has 38% of its children as PP, 40% with SEND and a high coincidence of children with both SEND and PP across the school: 59%</p> <p>This means that individualised SEND approaches are needed to accelerate progress for many of these children.</p>
2	<p>Assessments, observations, and discussions with pupils and parents suggest disadvantaged pupils generally have greater difficulties with oral skills, which impacts their ability to learn phonics than their peers. This negatively impacts their development as readers. This will be supported by our SIDP target 6 - To ensure the teaching of reading is robust and we develop confident fluent readers, which leads to reading for pleasure and better writing outcomes – through developing robust measures to support speech and language. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Carried out in July 2023 - all new children were assessed September 2023.</p> <p>In 2022 and 2023, 100% of disadvantaged pupils did pass the Year 1 phonics screening test.</p>
3	<p>Statutory assessments from 2023 indicate that reading, writing and maths attainment among disadvantaged pupils is below that of the non-disadvantaged pupils at the end of Key Stage 2.</p> <p>End of Key Stage 1 Results 2023</p> <p>PP pupils achieved better than non-pupil premium pupils.</p> <p>Reading</p> <p>66% of PP pupils achieved the expected or above the expected standard 43% of NPP pupils achieved the expected or above the expected standard</p> <p>Maths</p> <p>66% of PP pupils achieved the expected or above the expected standard 43% of NPP achieved the expected or above the expected standard</p> <p>Writing</p> <p>66% of PP pupils achieved the expected or above the expected standard 43% of NPP pupils achieved the expected or above the expected standard</p> <p>33% PP pupils (1/10) achieved greater depth in any statutory assessment.</p> <p><u>End of Key Stage 2 Results 2022</u></p>

	<p>PP pupils achieved less well than non-pupil premium pupils.</p> <p>Reading</p> <p>50% of PP pupils achieved the expected or above the expected standard 70% of NPP pupils achieved the expected or above the expected standard</p> <p>Maths</p> <p>0% of PP pupils achieved the expected or above the expected standard 60% of NPP achieved the expected or above the expected standard</p> <p>Writing</p> <p>50% of PP pupils achieved the expected or above the expected standard 80% of NPP pupils achieved the expected or above the expected standard</p> <p>No PP pupils achieved greater depth in any statutory assessment.</p> <p>There is a clear achievement gap between key stages which needs to be addressed by the school to ensure that the success of disadvantaged children in key stage 1 continues into key stage 2 - particularly in maths.</p>
4	<p>Our historic assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the partial school closures to a greater extent than for other pupils. These findings are supported by national studies. We have identified social and emotional issues for many pupils, which have affected self-esteem and anxiety levels. These challenges particularly affect the disadvantaged, including their resilience, approach to learning and their attainment. Several pupils in upper Key Stage 2 currently require additional support with social and emotional needs and have received precision teaching and small group interventions to support this. Some of these pupils are disadvantaged.</p>
5	<p>Our assessments (parental survey & pupil wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities uptake. 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 staff knowledge of planning and developing a broad and balanced curriculum that is accessible and inclusive for all pupil groups.	<ul style="list-style-type: none"> ● The Headteacher and Subject Leaders will have planned a curriculum that recognises the needs of disadvantaged children and children with SEN. ● This is reflected in all curriculum plans, is evident in all lessons and leads to all pupil groups being able to access and achieve high outcomes.
Pupil Premium children with SEND make good progress from their starting points across a range of indicators.	<ul style="list-style-type: none"> ● Evaluated learning plans, including capturing the pupils' voice ● Summative assessment data ● Case studies ● Pupil voice recorded, book looks ● Lesson drop ins and observations
Improved oral language skills and vocabulary opportunities among disadvantaged pupils to achieve good outcomes in phonics - these are improved and are more in-line with national data.	<ul style="list-style-type: none"> ● Summative data including statutory assessment analysis, show data in line with national picture and gaps between PP and non PP children closing. ● Successful implementation of a new synthetic phonics scheme, Little Wandle. ● Lesson drop-ins and observations show consistency of approach to teaching phonics and reading throughout school to enable the best outcomes for children. ● Gaps between Pupil Premium and non-Pupil Premium are reduced. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. ● This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
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 in knowledge due to poor attendance and wellbeing issues.	<ul style="list-style-type: none"> ● 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.

Intended outcome	Success criteria
<p>To improve mental health, wellbeing, resilience and opportunities to engage in an enriched curriculum offer.</p>	<ul style="list-style-type: none"> ● Sustained high levels of wellbeing from 2025/26 demonstrated by: ● 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

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) in 2023 to 2024 to address the challenges listed above.

Teaching (for example, CPD)

Budgeted cost: **£6808**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments and learning support programmes:</p> <ul style="list-style-type: none"> *NfER *BPVS *NELI subscription <p>Early Years TalkBoost</p> <p>*Norfolk County Council Data Analysis support</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> <ul style="list-style-type: none"> ● EEF ● Assessing and Monitoring Pupil Progress ● Standardised tests 	<p>1, 2, 3, 4</p>
<p>Release time for foundation subject, Maths and English leaders to ensure that each subject leader has considered and planned the curriculum so that all pupils, including those eligible for PPG, can access all elements.</p> <p>School leaders build a curriculum that builds the knowledge and skills of all pupils, including those eligible for PPG; throughout EYFS, KS1 and KS2. Fund teacher release time to explore / embed understanding of Little Wandle and Talk4Writing curriculum.</p>	<p>Investing in an excellently planned and delivered curriculum will engage pupils in their learning and ensure that they have the skills necessary to move on to the next stage in their education.</p> <p>Evidence suggests that an emphasis on 'Quality First Teaching' and providing consistently high standards will support all pupils, including those eligible for PPG.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development</p>	<p>1,2,3,4,5</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths and writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Fund teacher release time to embed key elements of guidance in school and to access Maths and English Hub resources and CPD. Maths subject lead will be involved in the Maths mastery CPD with the Norfolk Maths Angles hub</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:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p>	1,2,3,4
<p>Teaching Assistants provide bespoke SEND support to children on the SEND register including oral interventions:</p> <ul style="list-style-type: none"> * Early TalkBoost *TalkBoost for KS1 *TalkBoost for KS2 *NELI *ELSA interventions <p>We will purchase resources and fund ongoing teacher training and release time</p>	<p>In addition to 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</p> <p>Oral language interventions = +6 months</p>	1, 5
<p>Purchase and implementation of a DfE validated Systematic Synthetics programme (Little Wandle) to secure stronger phonics teaching for all pupils.</p> <p>CPD and release time for teachers to train for Talk4Writing to secure stronger teaching of writing across the key stages.</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>	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>Trained teacher to lead ELSA sessions for children to support wellbeing and SEMH needs.</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>	3, 5

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

Budgeted cost: **£23,330**

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>	4
<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>	2, 3, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identified Y3 children to receive Little Wandle Catch up 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>
<p>Children in Upper Key Stage 2 to access individualised and group programme to ensure they make at least the same progress of non-pupil premium pupils. HLTA to champion drive for improvement, monitor the progress and attainment of specific children. Misconceptions and gaps in learning identified.</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group targeted intervention to classroom teaching, is likely to be a key component of an effective PP strategy. (EEF)</p>	<p>2,3,4</p>

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

Budgeted cost: **£12,880**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Little Wandle synthetic Phonics programme to ensure all staff are able to support all children	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions +4 months	5
Teaching staff to receive Talk for Writing training to ensure the teaching of writing for all children is of a high quality.	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions +4 months	5
Creation of outdoor learning classroom to enable opportunities for improved mental health and well-being being promoted.	The evidence in the Toolkit is primarily focused on academic outcomes. 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. Outdoor Adventure Learning might provide opportunities for disadvantaged 1, 5 & 6 9 pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence, and motivation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-	5

	toolkit/outdoor-adventure-learning	
Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising all enrichment activities: 1:1 music lessons, School trips and Residential stays	<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 to access opportunities provided for other pupils and their attainment. Extra-curricular activities provide children with opportunities to develop their interests and skills in a wider sense. By cultivating their confidence and happiness through attendance of clubs, these children are more likely embrace the whole school environment which could have a positive influence on their academic learning.</p> <p>DfE Research to understand successful approaches to support the most academically able disadvantaged pupils (2018)</p>	2, 3, 4, 5
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.	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.'	5

	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 mind-set.	
Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified children across key stages to receive Trained TA to lead Drawing and Talking therapy sessions wellbeing groups. Trained teacher to lead ELSA sessions for children to support wellbeing and SEMH needs.	Evidence from previous academic year shows that pupils, and their families, who have received targeted support, have reduced levels of school anxiety and improved understanding of emotions/feelings. In turn, this has led to improved participation in lessons.	5
Attendance is a priority in school and parents are supported to understand its importance through good communication methods and being involved with their children's learning and have a positive relationship with school.	Parental uptake in school events is increased. Attendance of disadvantaged children is improved. Children arrive on time to school and are ready to learn with the right equipment. Less safeguarding concern forms around low-level neglect.	

Total budgeted cost: £43,018

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes - 2022 - 2023

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>Improved staff knowledge of planning and developing a broad and balanced curriculum that is accessible and inclusive for all pupil groups.</p> <p>Roll this Outcome over to 2023-2024</p>	<p>Staff feel more confident and skilled to be able to deliver a broad and balanced curriculum. Staff morale and teamwork has improved - all have a good understanding of the teaching of phonics.</p>
<p>Improved oral language skills and vocabulary opportunities among disadvantaged pupils to achieve good outcomes in phonics and KS1 reading - these are improved and are more in-line with national data.</p>	<p>End of Key Stage 1 pupil premium outcomes were poor, with 33% of eligible pupil premium pupils achieving the National Expected Standard.</p> <p>Phonics Screening check data shows 84% - this is above the national average - 79% achieved expected level of which 50% of pupil premium children achieved.</p> <p>It needs to be taken into consideration that our year group numbers are small and this can affect the data – both in an advantageous and a disadvantageous way</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. There were still significant non-attendance from some children and one year 6 child did not access SATs due to anxiety issues.</p> <p>SEND interventions were supported by TAs.</p>

<u>Desired Outcomes</u>	<u>Impact</u>
<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. This was seen in the SATs results in KS2.</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 2022-23. This came in the form of the use of wellbeing journals, wellbeing workbooks and targeted interventions.</p> <p>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 by invitations to attend workshops to promote early reading, reading for pleasure, maths and science - very good uptake from our hard to reach PP parents.</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><i>Continue to engage with parents to promote positive home and school relationships to support children.</i></p>

<u>Desired Outcomes</u>	<u>Impact</u>
<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 cost of living crisis has severely limited opportunities for children to be able to attend enrichment opportunities.</p> <p>The PP strategy enabled us to provide breakfast, uniform and daily snacks for eligible children as well as cover the cost of school trips/residentials. All children in year 5 were offered the opportunity to attend both the otter residential trip to Horstead and the year 3, 4 and 5 trip to How Hill as a result of pupil premium funded places there was almost a full uptake. The outcome of this was to “level-up” and ensure that school experiences were the same for all pupils.</p> <p><i>Roll forward this target into current year in order to address the issue of access of opportunity to disadvantaged children.</i></p>

School Improvement and Development Plan - September 2023

'Making a difference'



Target 1 – Pupil Progress

By July 2024, all pupils are making appropriate improvement towards the targets set for them, across the curriculum; ensuring gaps from 'missed learning' are filled. By July 2024, 85% of children are making good or better progress and have 'good' learning behaviours; pupils make sustained good progress in their subject knowledge.

Target 2 – Supporting learners with targeted learning

Linked to Target 1, our robust systems have identified where gaps in learning have occurred. Our aim is to provide quality first teaching and learning, coupled with targeted interventions, Keep-up, Catch-up and Communication and Interaction programmes to support those gaps and help children to make better progress.

Target 3 – Curriculum:

Refine the curriculum to ensure it is continuing to improve, is delivering a high quality broad and balanced curriculum for all learners; and has clear progression through the school, from nursery to year 6.

Target 4 – Subject Leadership:

Teachers are more confident in leading their subject responsibilities and able to share this knowledge to lead improvements across the curriculum.

Target 5 – Ofsted: Continue to implement improvements to whole school mastery approach to mathematics

- ✓ Develop non-negotiables for maths lessons, which are present in every lesson, which will include:
 - The use of maths NC overarching aims of fluency, reasoning and problem-solving
 - Mathematical language as the cornerstone to new concepts
 - Teacher confidence to use the mastery approach '5 Big Ideas'
 - Children's fluency is supported by appropriate daily strategies
- ✓ Use the data teachers have on pupils' previous attainment to plan lessons that specifically address pupils' known areas of weakness; use small steps planning to build on individual's knowledge
- ✓ Implement the maths calculation policy and share with all stakeholders
- ✓ Ensure work is always appropriately challenging (particular focus on most-able pupils)
- ✓ Follow our Assessment for Learning (AfL) Policy involving all stakeholders to improve consistency of approach across school, leading to better monitoring of progress.

Target 6 – Ofsted: Mandatory 'Deep Dive' into reading

To ensure the teaching of reading is robust and we develop confident fluent readers, which leads to reading for pleasure and better writing outcomes – through developing robust measures to support speech and language.