

### Pupil premium strategy statement 2022 - 23

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	Reedley
Number of pupils in school	396
Proportion (%) of pupil premium eligible pupils	24.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	5 10 22
Date on which it will be reviewed	1.7.23
Statement authorised by	Sarah Bell - Headteacher
Pupil premium lead	Saniah Ali
Governor lead	Jennifer Ingham

#### Funding overview

Detail	Amount
Pupil Premium Funding allocation this academic year (a)	£139885
Recovery Premium Funding allocation this academic year (b)	£12500
Pupil premium funding (Catch Up) carried forward from previous years (enter £0 if not applicable) (c)	
<b>Total budget for this academic year for Recovery and Pupil Premium Funding a+b+c</b>	<b>£152385</b>
School-led tutoring for this academic year (d)	
Total budget for this academic year inc tutoring a+b+c+d	£152385

## Part A: Pupil premium strategy plan

### Statement of intent

#### **What we aim to achieve by allocating the Pupil Premium Money**

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

Our definition of disadvantaged pupils includes those pupils who are eligible for the Pupil Premium grant, those currently entitled to FSM, service children and those who are in the care of the local authority.

Key Principles of how we will achieve our aim:

- Senior members of staff meet with the classteachers and TAs termly to identify and analyse the barriers and needs of the children eligible for the grant.
- Strategies are devised, with clear next steps, to support these children.
- Staff use achievement data to monitor the attainment and progress of all children, and to analyse the impact of the strategies used.
- Children who need additional support to fill gaps, including those from previous years' lockdowns, are provided with additional support. This takes the form of pre-teach or over-learning sessions responding to need, or can be a structured programme.
- Teachers receive high-quality professional development, which ensures that teaching and learning opportunities meet the needs of all the pupils
- School has invested in mathematical materials to support learning in maths and a structured mathematical programme for children in Years 1 – 5.
- Appropriate support is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are assessed and addressed
- Additional staff will be deployed across school to support classes and groups of children in catching up and filling gaps in learning.
- A range of software is provided to support learning needs within school, including for those children with additional needs and to support all children in consolidating skills out of the school day.
- Staff have received additional training to support the emotional and social needs of the children in school.
- Providing opportunities for our families to have a greater role in the life of the school

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

## Challenges

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

The children who are eligible for the pupil premium grants often face many and varied barriers to educational achievement, which can include:

Challenge number	Detail of challenge
1	- Little or no spoken English
2	- Weak levels of language and communication
3	- Attendance/punctuality issues, including families taking extended leave for lengthy periods of time
4	- Lack of emotional resilience
5	- Less support at home
6	- Complex or unsettled family arrangements
7	- Limited progress made during the COVID pandemic

## 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
Progress in the aspects of Reading, Writing and Maths	For the vast majority of the children from Y1 – Y6 to make expected progress across the school year.
For the disadvantaged children to attain well in Reading, Writing and Maths	To reduce the gap in attainment of the disadvantaged children from those who are not disadvantaged.
For children across Rec and KS1 to make good progress in phonics	The vast majority of children from R – Y2 to meet the national expectations in phonics.
To provide effective behaviour and nurture support for children	For selected children to have appropriate support to support a range of behavioural, social and emotional needs, reducing their barriers to learning.
To improve the attendance of the disadvantaged children	Take steps to ensure that the attendance of the disadvantaged pupils is 95%+

### 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: £55 000

	Activity and Evidence that supports this approach	Challenge number(s) addressed
To ensure first quality teach for all pupils in school	<p>Day to day teaching meets the needs of each learner by ensuring that all children have access to First Quality Teaching (FQT). This approach is supported by the Sutton Trust, which evidences that first quality teaching has a direct impact on positive pupil outcomes.</p> <p>Staff will receive training and updates in FQT including giving positive feedback as formative assessment. Evidence for this approach: <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p> <p>Use of instructional coaching to support individual members of staff, with ensuring that planning, teaching and learning are of the highest standard.</p> <p>Teaching staff attend up to date courses in Maths, English and Assessment, as necessary, to ensure that they are fully aware of all new developments in teaching to allow them to deliver the Quality First Teaching. SLT spend time working with staff to monitor the use of feedback and to liaise with staff. Staff training will be provided as necessary. Teachers spend time working with children, to give them 1-1 feedback on their work and on occasions will be released from class by support staff to meet with children for this purpose. 1-1 pupil conferencing is used to support children with the development of their writing.</p>	1, 2, 5, 6, 7
To ensure first quality teach for all pupils in school	<p>Range of strategies are in place to support the oracy of children. All staff receive training, and support to discuss the strategies. Subject leaders and SLT will carry out monitoring in this area including carrying out pupil interviews.</p>	2

	<p>All teaching staff receive high quality professional development opportunities challenging appraisal targets linked to attainment and progress of children eligible for Pupil Premium.</p> <p>Interim reviews will take place and lesson observations will include a focus on Pupil Premium.</p> <p>Support Staff - regular meetings with HT/DHT and phase leader, to discuss their performance including reviewing their intervention programmes and their outcomes and impact upon learning.</p> <p>Senior leaders analyse termly any gaps in attainment and/or progress of children eligible for the Pupil Premium funding, which dictates where the greatest need is, including carrying out regular monitoring of the intervention programmes.</p> <p>Pupil Progress Meetings are held with teachers at least termly to discuss outcomes for all groups including children eligible for Pupil Premium. This will involve setting challenging targets for identified children to make accelerated progress.</p> <p>Programme of monitoring across school including book scrutinies, pupil interviews, lesson observations and learning walks. This will include a focus on children eligible for Pupil Premium to monitor their progress against challenging targets. Subject leaders monitor their own subjects and report impact, including that of groups, to governors and SLT. Target Tracker resource will be used to track the attainment of the children eligible for pupil premium in order to provide support for them.</p>	1, 2, 7
Speech and Language support	<p>All children in Reception, Y1, Y3 to have their speech and language competency assessed.</p> <p>Speech and Language therapist will support range of children across school with detailed support sessions and plans.</p> <p>Support programmes to be delivered to those children who require additional support.</p> <p>Evidence supporting this approach: The Nuffield Early Language Intervention case study showed that supporting in this area has a positive impact on the language skills of children in a trial.</p>	2
To promote a love of reading	<p>All staff to promote reading with the children</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> <li>• FBA book club</li> <li>• Authors working with pupils</li> <li>• Additional 1-1 readers</li> <li>• Reading buddies</li> <li>• Training volunteer readers</li> <li>• Reading festival</li> </ul>	2, 5, 6, 7

	<ul style="list-style-type: none"> <li>• To encourage children to take part in Reedley's Reading For Please scheme</li> <li>• High quality texts to be shared with children through English lessons and through reading aloud to the class</li> </ul> <p>High quality phonics sessions are taught at least daily to those pupils who require it.</p> <p>Synthetic phonics approaches have a strong evidence base which indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>Evidence for this approach:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p>	
High quality CPD	<p>To continue to use Red Rose Maths programme along with a range of apparatus, to provide training for teachers in the delivery of the maths programme and time for SLT to monitor and give feedback and support to teachers.</p> <p>To support selected teachers to take part in quality CPD for English, through local authority training packages.</p>	7

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

Budgeted cost: £60 000

	<b>Activity and Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
To provide support to address children's gaps in learning	<p>Teaching Assistants across school will deliver a wide range of structured interventions.</p> <p>Intervention will include specific programmes such as catch up phonics Bounce Back phonics, WELLCOMM (speech and language).</p> <p>Teaching Assistants will also respond to need on a daily basis, by delivering sessions to children who need some pre teach intervention or over learning following a lesson based on formative assessment.</p> <p>Classteachers to coordinate the delivery of intervention sessions such as precision teaching, pre-teach and overlearning sessions, to support children who need additional support.</p> <p>SLT monitor the quality of the provision across school and monitor the writing outcomes for pupils eligible for Pupil Premium funding.</p> <p>Techniques to include Talk for Writing, Reciprocal Reading and modelling high quality writing.</p>	5, 7
Purchase of resources to facilitate the support provided for pupils	IT based, evidence-based intervention programmes eg Nessy, Purple Mash, Maths Whizz	1, 2, 7
Additional staff will be used to deliver support for pupils – funded through the Catch up Funding	Additional teacher to support groups of Y3, 4, 5, 6 children to be funded by tutoring funding. Three days a week support for minimum two terms.	7

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

Budgeted cost: £45000

	<b>Activity and Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Support emotional needs of children	HT and PSM make regular contact with parents/carers regarding attendance and punctuality issues.  Play therapy and outreach behaviour support to be provided for children who need the provision.	4, 5, 6
Promote good attendance and punctuality	Pupil Support Manager supports children to promote positive attendance, supports children with low attendance or persistence absences. She supports children across the school who need behaviour support to minimise disruptions within classes. Pupil Support Manager works with families who require additional support to reduce the barriers to learning. CPOMS resource is used to monitor the attendance, behaviour and welfare of our children.	3
Give children a positive start and end to the day	Provision of daily care club, wide range of after-school clubs covering variety of skills and provision of materials to support curriculum learning at home inc subscription of computer programmes enabling pupils to complete homework set by school staff including Bug Club, Spag.com, phonics play, MyMaths, Purple Mash.	3, 5, 6, 7
Create broader experiences for all children	Visitors will be brought into school to enhance learning opportunities for children who are eligible for Pupil Premium grant to further challenge their academic development. Range of trips will be subsidised by the school to ensure that children have board and cultured experiences. RE SLA will allow for multi-faith visits/trips to take place.	1, 2, 5
Support for families	Additional support will be allocated to families of children at the Headteacher's discretion. This includes supporting with items of uniform, subsidising school trips and other items which will enable children to overcome barriers to learning or attending school. Headteacher will also access range of funding opportunities to support families as necessary eg purchase of white goods, beds etc.	5, 6
Range of clubs offered to children	BFC club coach to support disadvantaged children, with additional fine and gross motor skills for sessions which are additional to the PE lessons. BFC to train and oversee the sports ambassador programme, where children coach their peers in sporting activities.	7
Provide specialist support for children and training for staff	To provide a range of bought-in services such as the Educational Psychologist, specialist teachers to provide support for children and to train staff members to deliver specialist programmes of support	2, 5, 7



Support children with transition	Provide support for children moving on to high school and to those who will move to a different class/phase. Staff will liaise regarding the academic and pastoral needs of these children. They will support children in visiting their new class.	4
Children to deliver peer training	School will have a range of opportunities to support their peers in a range of areas inc Mental Health Awareness, ECO Council and Learning Ambassadors.	4
Engaging parents in the life of the school	<p>Following the two periods of lockdown, parents have become more distant from the life of the school. We recognise the value of families being involved in their child's education and will spend time this year rebuilding the positive relationships with parents/carers.</p> <p>We will support with specific training programmes such as phonics workshops and Maths Whizz parental sessions.</p> <p>Families of children with additional needs will be invited to come to a weekly coffee morning and to attend specific training.</p> <p>We will use Lancashire adult learning to provide sessions for families to work together on projects.</p> <p>We will invite families to come to a range of assemblies where children can share key messages eg online safety</p> <p>Families will be invited to join in activities related to their child's education, such as Art Week.</p> <p>Evidence for this approach  <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/</a></p>	1 2 5 6

## **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 2021 - 2022 academic year.

Due to COVID-19, performance measures have not been published for 2021 to 2022 and no KS2 SATs took place.

#### Attendance

Attendance data for the school took a hit throughout COVID and remained an issue throughout 2021-22 with an overall percentage of 92.9%

Prior to the pandemic, attendance was always around 95%.

School staff monitored attendance throughout the year and took steps to address the issues at every given opportunity, whilst also promoting the necessity of good attendance with pupils and rewarding good attendance and punctuality

#### Academic support

Pupils eligible for Pupil Premium Funding 2021 - 22, were prioritised for support.

A large number of children received support from:

- A tutor in school
- Teachers receiving additional support and professional development
- Introduction of a revised programme for Maths
- Additional small group or 1-1 support for academic work

Achievement and attainment- End of year targets were not met by all children.

Results at the end of 2020/21 and 2021/2022 showed that the gap between PP and Non-PP children had further widened across subjects.

This was the case, despite school putting in place a high-quality curriculum during school closures from 2020 - 2021, where all children had access to learning materials, recorded lessons on the school's learning platform and resources from oak academy. More than 70

devices were also loaned out to families struggling with access to devices and supported with learning packs and regular phone consultations.

Although the attainment of all Pupil Premium children isn't yet in line with that of the children not eligible for the grant, there have been significant improvements in the attainment for these children.

For the children that left in Year 6 in Summer 2022, the following data shows the number of the 16 children, eligible for the pupil premium grant, on track at the start and the end of the school year.

Reading Start of year 4 children on track

End of Year 8 children on track

Writing Start of year 1 child on track

End of Year 9 children on track

Maths Start of year 6 children on track

End of Year 8 children on track

School also has case studies showing good progress from children who received tutoring. Below is the outline of some examples:

1. A child, eligible for the Pupil Premium grant in Y6, had reading scores improve from
  - Reading 13/50 to 43/50
  - Maths 60/120 to 93/120and went on to achieve the expected standard in reading and maths following school-led tutoring.
2. A child, eligible for Pupil Premium grant in Y2, had reading scores improve from 12 to 27 in Reading. and went on to achieve the expected standard in reading following school-led tutoring. Initially he could decode but not recall what he had read. He can now confidently answer questions about the text and achieved the required standard in year 2 SATS.

3. A Y5 child eligible for the Pupil Premium grant made significant improvements in Writing. Initially he had a very basic understanding of punctuation which was very limited and not consistent. He now uses commas confidently to separate clauses and has a much better understanding of how to use colons and semi colons. He had 1.5 years progress for writing in 6 months, following the school-led tutoring sessions.

### Speech and Language

Speech and Language is the predominant area of need in school.

Internal school data shows that the levels of speech and language that children arrived with in reception class were well below the national expectations. Throughout 2021/22 the children made very good progress in this area, resulting in some of the children catching up to the national expectations, and others making considerable progress towards this.

### Phonics Support

73% of children in Year 1 met the standard in phonics, which is very close to the national standard of 76% for 2021/2022. A great number of these children were not on-track, or even close to achieving this standard earlier in the school year.

75% of the children eligible for the PP grant achieved the standard.

73% of the children not eligible for the PP grant achieved the standard

### Social and Emotional Support

-Range of strategies to support social and emotional wellbeing of pupils.

One example is the additional TA support that was used in Year 5, to meet the emotional needs of children. This resulted in more time being spent on learning.

-A number of children also accessed Emotional Literacy Support, bringing about significant changes in their mental wellbeing.

### Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

<b>Programme</b>	<b>Provider</b>
NTP tutoring	Just Teachers
Times Table Rockstars	
My Maths	
Bug Club	
Spag.com	
Purple Mash	
Nessy	
Maths Whizz	