

Pupil premium strategy statement – Red Hill Field Primary School



This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our under resourced pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for under resourced pupils last academic year.

School overview

Detail	Data
Number of pupils in school	264
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rachel Watts
Pupil premium lead	Alison Dye
Governor / Trustee lead	K White / S.Roddy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 51,857
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£51,857

Part A: Pupil premium strategy plan

Statement of intent

In our school, we pursue everyday excellence; we respect everybody, and this enables us to learn and grow in harmony, resulting in academic and personal fulfilment.

We know that the quality of teaching is fundamental to the success of all pupils particularly those who are under resourced. As the Education Endowment Foundation (EEF) state: *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.*

We have high expectations for all pupils in our school and recognise that children in receipt of the Pupil Premium are not a homogenous group. As a result of this, our approach to tackling 'under resourcing' is not solely focussed on pupils with lower prior attainment. Our aim is to provide pupils with an introduction to the essential knowledge that they need to be educated citizens; to increase their cultural capital, and to be able to contribute positively to the well-being of their community and to wider society.

We are also increasingly finding that pupils starting at Red Hill Field have previous traumatic experiences ACE's (Adverse Childhood Experiences), repeated negative educational encounters, physical and psychological trauma and complex diagnosed and undiagnosed conditions that result in them lacking the neurological development required for concentration and learning. This has major implications for confidence and self-esteem, along with the desire and inspiration to achieve, so we use the PPG to provide a wide range of additional opportunities to increase safety and trust for investment for lifelong aspirations for all and raise expectations and achievements for all children and their families.

Our approach is research informed and the strategies we employ are supported by sound evidence of effective impact. In line with the EEF guidance, we prioritise the Pupil Premium spending on:

- High quality teaching
- Targeted academic support

Removing non-academic barriers

- Attendance
- Pastoral support

Challenges

Whilst recognising that those in receipt of the Pupil Premium are not a homogenous group, these are the key challenges to achievement that we have identified among our under resourced pupils:

Challenge number	Detail of challenge
1	39% of under resourced children at Red Hill Field also have identified SEND

2	Adverse childhood experiences and trauma 36% PPG
3	Social Emotional & Mental Health difficulties 42% PPG
4	Previous negative experiences in academia: low self-esteem, self-worth and aspiration 38% PPG
5	Parent/carer support, engagement & communication 31% PPG
6	Lack of access to the wider world – trips, visits, places of interest: cultural capital 40%
7	Attendance/ uniform and school readiness 30%

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
<p>To ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.</p> <p>Improved combined attainment (RWM) for under resourced pupils in all year groups</p>	<p>Termly data analysis and external assessments will indicate that the gap between under resourced pupils and their non-under resourced peers is narrowing.</p> <ul style="list-style-type: none"> Professional development: Weekly group coaching sessions to support teachers/TAs, with a particular emphasis on maths, literacy/vocabulary and curriculum development. Half Termly Professional Development for staff by attending whole Trust targeted training courses (The US project for SEND) and INSET. Staff research and evidence based provision is in evidence. Improved learning outcomes in reading, writing and maths (making at least expected progress/ meeting end of year expectations). Narrowed gap between PPG/non under resourced.

	<ul style="list-style-type: none"> • Learning tasks adapted and scaffolded to specific needs of pupils.
<p>To provide specific targeted academic and emotional support either in a one to one or small group situation so that children are emotionally ready to access quality first teaching</p>	<p>Structured interventions: SALT interventions for pupils with poor language and communication skills (Wellcomm, colourful semantics) emotion coaching and zones of regulation are embedded and show positive impact.</p> <ul style="list-style-type: none"> • Small group tuition: Targeted Maths and English teaching for pupils who are below age-related expectations ensures gap narrows. • 1:1 and small group support from the Pastoral Lead. • Decrease in negative behaviour records on My Concern. • Decrease in fixed term suspensions. • Increased positive learning behaviours and improved confidence for pupils evidenced on in Trust visits/ learning walks/observations.
<p>To achieve and sustain improved attendance and punctuality for all pupils, particularly our under resourced pupils</p>	<p>Attendance overall will be at least at national expectations and the gap between under resourced pupils and their non under resourced peers will decrease.</p> <ul style="list-style-type: none"> • Support for families from Pastoral Lead • Breakfast club offer
<p>To enable all children to access wider curriculum and extracurricular opportunities in order to provide cultural capital and raise aspirations</p>	<p>Increased access to residential and extracurricular activity allows all pupils to experience the enrichment of the visit and participate fully (residential/club registers)</p> <ul style="list-style-type: none"> • Supporting sporting and music clubs/lessons enables pupils to participate in non-academic activities, positively improving

	<p>their confidence and range of skills: increased participation rates through targeting</p> <ul style="list-style-type: none"> Increased confidence levels demonstrated in lessons ; cultural capital and aspiration increases
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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: £ 16,829

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving - collaborative Professional Development – US Project for all staff to improve knowledge of strategies around QFT and adaptive teaching.</p> <p>Phase meeting time, pupil progress meetings</p> <p>Teacher and support staff time £13,423</p>	<p>Evidence strongly suggests that improving teaching is the biggest factor in raising outcomes for under resourced pupils. We are making a significant investment in effective, evidence informed professional development</p> <p>EEF Guidance Report on Effective Professional Development</p>	1, 2, 3,4
<p>CPD for all staff in nurture led teaching – AOT, Virtual school, Oakfield Inclusion support</p> <p>£3,406</p>	<p>Trauma informed practice/ Zones of regulation/ ACES</p> <p>Attachment/ Trauma research (Louise Bomber)</p> <p>EEF Guidance Report on Effective Professional Development</p>	1,2,3,4

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

Budgeted cost: £ 7,377

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention (1:1 and small group support) with PIXL £2700	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Individualised instruction + 4 months One-to-one tuition +5 months	1,2,3,4
Individual 1 to 1 support with the Nesy programme 1 to 1 support £635 Teacher and TA time to create adapted resources using widgit £ 695	Metacognition & self-regulation +7 months Small group tuition +4 months Teaching assistant interventions +4 months •	1,2,3,4
Purchase of, and engagement in, a range of assessment tests and tools to provide targeted support to raise the combined attainment Rising Stars £2760 (PUMA/PIRA/GPS) No More Marking £587	Strategic use of standardised and benchmarked assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct support	1, 2, 3,4

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

Budgeted cost: £27,651

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. SLT, EWO and admin staff time £4,100	DfE guidance informed by: <ul style="list-style-type: none"> engagement with schools who have significantly reduced their persistent absence levels teachers' standards Ofsted's school inspection handbook other DfE statutory and non-statutory guidance 	7
Support for families of PPG children to ensure	Evidence from the Education Endowment Foundation Toolkit on Social and	5,7

<p>that children arrive on time every day in school</p> <ul style="list-style-type: none"> • support for school refusal, anxiety linked to school • well-being phone calls and check ins • 1:1 and small group interventions (ELSA) • Behaviour support <p>Pastrol Lead Salary Contribution £15,363</p>	<p>Emotional Learning + 4 months</p>	
<p>Funding towards attendance at residential, extra curricular clubs (sports, singing lessons, piano lessons); provision of uniform; payment for TAs breakfast provision/wraparound care. £7,638</p>	<p>Maslow This continues to be a popular and successful intervention for our families, who have benefited from additional financial support for uniform and other activities especially during this difficult financial climate. Under resourced pupils needs are met and they are ensured a quality meal at school and when taking part in trips and extra curricular activities. Parents can access wraparound care while attending interviews or undertaking work.</p>	<p>5,6,7</p>
<p>Funding towards nurture / sensory provision / restorative approaches £550</p>	<p>Maslow EEF Reports AET Reports Virtual School Training</p>	<p>1, 2, 3, 4, 5</p>

Total budgeted cost: £ 51,857

Part B: Review of the previous academic year

Outcomes for under resourced pupils

Attainment: 2023/2024

Combined attainment (RWM) for under resourced pupils in all year groups

Pupils in all year groups accessed QFT and or targeted interventions leading to progress from their individual starting points. Under resourced pupils made progress from their individual starting points, some progress was measured using data and other progress was measured via SDQ, Brackenfield Assessment and AET framework tracking.

Comparison with National

School: Red Hill Field | Test Year Group: Year 6 | Current Year Group: Year 7 | School Year: 2023/24 | Term: Summer | Footsteps: All

Category	NP RWM	NAT EXS+ RWM	EXS+ RWM	NAT GDS RWM	GDS RWM	NP REA	NAT EXS+ REA	EXS+ REA	NAT GDS REA	GDS REA	NP WRI	NAT EXS+ WRI	EXS+ WRI	NAT GDS WRI	GDS WRI	NP MAT	NAT EXS+ MAT	EXS+ Mat	NAT GDS MAT	GDS MAT
Cohort	42	61%	67%	8%	17%	42	74%	88%	28%	29%	42	72%	76%	13%	19%	42	73%	79%	24%	29%
Boys	17	56%	53%	7%	12%	17	70%	82%	27%	18%	17	65%	65%	10%	12%	17	73%	76%	27%	35%
Girls	25	63%	76%	10%	20%	25	76%	92%	31%	36%	25	78%	84%	7%	24%	25	72%	80%	21%	24%
Disadvantaged	6	61%	67%	8%		6	74%	83%	28%	17%	6	72%	67%	13%		6	73%	100%	24%	17%
Not Disadvantaged	36	66%	67%	10%	19%	36	78%	89%	34%	31%	36	77%	78%	16%	22%	36	79%	75%	28%	31%

Comparison with National

School: Red Hill Field | Year Group N...: All | Test Year Group: Reception | School Year: 2023/24 | Term: Summer | Footsteps: All

Category	NP RWM	NAT EXS+ RWM	EXS+ RWM	NAT GDS RWM	GDS RWM	NP REA	NAT EXS+ REA	EXS+ REA	NAT GDS REA	GDS REA	NP WRI	NAT EXS+ WRI	EXS+ WRI	NAT GDS WRI	GDS WRI	NP MAT	NAT EXS+ MAT	EXS+ Mat	NAT GDS MAT	GDS MAT
Cohort	263	0%	68%	0%	12%	263	0%	83%	0%	31%	263	0%	76%	0%	15%	263	0%	84%	0%	25%
Boys	126	0%	62%	0%	11%	126	0%	79%	0%	30%	126	0%	70%	0%	12%	126	0%	84%	0%	32%
Girls	137	0%	73%	0%	12%	137	0%	86%	0%	32%	137	0%	81%	0%	18%	137	0%	83%	0%	20%
Disadvantaged	33	0%	52%	0%	3%	33	0%	76%	0%	30%	33	0%	67%	0%	6%	33	0%	79%	0%	18%
Not Disadvantaged	230	0%	70%	0%	13%	230	0%	84%	0%	31%	230	0%	77%	0%	17%	230	0%	84%	0%	27%

Comparison with National by Year Group

School: Red Hill Field | School Year: 2023/24 | Term: Summer | Footsteps: All

Gender: Boys Girls

FSM: No Yes

PP: No Yes

Assessment Year Group	NP RWM	NAT EXS+ RWM	EXS+ RWM	NAT GDS RWM	GDS RWM	NP REA	NAT EXS+ REA	EXS+ REA	NAT GDS REA	GDS REA	NP WRI	NAT EXS+ WRI	EXS+ WRI	NAT GDS WRI	GDS WRI	NP MAT	NAT EXS+ MAT	EXS+ Mat	NAT GDS MAT	GDS MAT
Year 1	2	56%		6%		2	68%	50%	19%		2	60%		8%		2	70%	100%	16%	
Year 2	4	56%	75%	6%		4	68%	100%	19%	50%	4	60%	75%	8%	25%	4	70%	75%	16%	25%
Year 3	6	61%	33%	8%		6	74%	67%	28%		6	72%	100%	13%		6	73%	50%	24%	
Year 4	7	61%	57%	8%		7	74%	86%	28%	57%	7	72%	57%	13%		7	73%	57%	24%	29%
Year 5	5	61%	60%	8%	20%	5	74%	80%	28%	60%	5	72%	60%	13%	20%	5	73%	100%	24%	40%

Attendance 2023/2024:

Gaps in learning for under resourced pupils are identified and addressed forensically and systematically

The continued embedding and use of assessment tools such as PIRA, PUMA, no more marking and PIXL have helped staff to drill down into assessments in order to quickly and accurately identify and target gaps so that they can provide quality interventions to meet need. Interventions such as Wellcomm and Nessy have been embedded and impact is being monitored. ELSA support for pupils who need time to talk and nurture is embedded and impact monitored using SDQ.

To achieve and sustain improved attendance for all pupils, particularly our under resourced pupils

Attendance for all pupils in 2023-2024 was 96.2% and for under resourced pupils was 94% therefore a gap of 2.2% which is a slight decrease to the previous years gap of 2.5%.

There is also a closing of the gap in persistent absence directly influenced by the joined up working of the Pastoral team, EWO and SLT, who have drilled down data on attendance to identify barriers to attendance and worked closely with parents/carers to overcome these barriers using, phone calls home, rewards for attendance, strategies for entering school, meet and greet, access to free school meals and snacks, uniforms, access to trips and curriculum enhancements etc.

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
Wellcomm	GL Assessment
PiXL	PiXL.org

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, implementation and evaluation, or other activity that you are delivering to support under resourced pupils, that is not dependent on pupil premium or recovery premium funding.