Red Hall Pupil premium strategy statement 2024_2027

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	Red Hall Primary School
Number of pupils in school	Nur – Y6: 423 Y1 – Y6: 319
Proportion (%) of pupil premium eligible pupils	40
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024_25 2025_26 2026_27
Date this statement was published	September 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Helen Tomlinson
Pupil premium lead	Helen Tomlinson
Governor / Trustee lead	Hannah Pickering Keren Hodgson Ashley Esson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,220
Recovery premium funding allocation this academic year	0
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	£224,220

Part A: Pupil premium strategy plan

Statement of intent

At *Red Hall Primary School, w*e believe in maximising the use of the pupil premium grant (PPG) funding by utilising a long-term strategy aligned to the School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed.

As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities are as follows:

- Closing the attainment gap between disadvantaged pupils and their peers
- Addressing non-academic barriers to attainment such as attendance
- Ensuring pupils with Speech and Language needs are identified at the earliest opportunity and interventions are put in place
- To ensure that children can read fluently

We will use as key indicators of school performance:

- Early Years Foundation Stage Profile data
- Year 1 Phonics Check and Year 2 re- screening check
- Key Stage 2 statutory assessments

We will compare the difference between Red Hall Pupil Premium children, and non-disadvantaged children to National data as well as look at how we are closing the gap.

Challenges

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

Challenge number	Detail of challenge	
1	Children entering school with speech and language skills below those of their peers	
	Year group	% of pupils working well below ARE on Welcomm on entry assessment
	Nursery	11%

	Reception	24%
2	We have an increase in children who have SEND, or undiagnosed SEND needs who require significant support and help.	
3	Children who lack basic skills in key areas of the curriculum, e.g. phonics, basic number knowledge, language acquisition	
4	Difficulties with attendance and punctuality; lack of parental understanding of the impact of absence. There continues to be gap between attendance of children who are entitled to PPG and NPPG. The children who are classed as persistently absent are more likely to be entitled to PPG.	
5	Complex family situations and families who need support with parenting skills.	

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
Children will be able to develop their early language skills so that they make rapid progress and catch up with their peers	From baseline data individuals will make rapid progress Children will complete a programme of support and make good progress from their baseline assessment (e.g. Welcomm,) Children will be discharged from Speech and Language as they have made rapid progress Early Years staff will have sound knowledge of early language acquisition and programmes to develop individual children Use of Makaton will support our language acquisition in Early Years setting Parents are well supported and able to access resources from partner agencies as well as school to help support their child's development
To raise the attendance of PP pupils so that the difference between PP and non-PP children in school is diminished. Raise the attendance of all pupils so that all learning opportunities are maximised	(see attendance tables below)

Attendance 2022_23

	ALL pupils	PPG pupils	NPPG pupils	National
Sept-July	92.82%	91%	94.08%	94%

Attendance 2023_24

	ALL pupils	PPG pupils	NPPG pupils	National
Sept-July	92.16%	91.9%	92.8%	92.9%

Attendance 2024_25

	All pupils	PPG	NPPG	National
Sept - Jul	92.84%	89.7%	94.9%	93.2%

	- Identified the core group of families who require support and rapidly intervene - Attendance Support plans will be in place for identified families which will help to remove barriers to attending school - Attendance Officer will clearly signpost using the correct processes and communicate to all stakeholders - Report back to Governing Body on the attendance data and how effectively the attendance policy is working - Use of Education Investigation Services when all other avenues have been exhausted - Engage with training from the Inclusive Attendance programme so that all staff understand their roles and responsibilities for supporting positive attendance.
Parents will swiftly receive support so that they can be the best parents. They will either be signposted or receive support from the correct external agency	Referral pathways will be used by DSLs, SENDCo, Attendance Officer, Inclusion Practitioner or Pastoral Lead so that families receive the right support in a timely manner Pupil progress meeting will include an update on vulnerable pupils and what support they are receiving from external providers Support will be provided in school through use of Pastoral Lead and/or Inclusion Practitioner Meetings will take place promptly with a clear action plan created with timelines External support will be identified so that the right support is in place for children with SEN. This will be done swiftly. Use of voluntary sector will improve opportunities for parenting within our community. Monthly coffee mornings to be held with parents and carers to support them
Children will benefit from engaging first wave teaching from staff who are well informed about best practice. Pedagogy of TAs and teachers will be updated through training both in school, local partnerships and external providers	High quality teaching will mean that all children will make at least expected progress Where children are below age related expectations a programme of support will be put in place so that they can make progress Intervention plans will be adjusted when needed so that there is not a time lag for children requiring support and help. The right intervention will be delivered by the right staff member so that children make at least expected progress Staff will be able to access CPD to ensure that they are learning from the best researched practices which feeds into high quality lessons
Flexible interventions will be provided for individuals and groups of children when they are needing support and catch up	Baselines and exit data for interventions help to measure the progress of the children and which interventions are working successfully

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: **£106,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to be trained so that they can effectively deliver the phonic programme. This needs to be reviewed as staff have different levels of confidence and knowledge of phonic progression for children. Engage with training programme from Monster Phonics to ensure that staff are kept up date with new learning updates and assessment procedures Parental engagement sessions to raise awareness of the new scheme and how they can support their child/ren at home New staff to receive programme of support so that they are able to smoothly transition in the teaching of Monster Phonics.	*EEF Toolkit: Phonics +4 months progress* Whole school consistent approach will support pupils as they transition from one year group to another Release time funded so that teachers can lead workshops for families.	1, 3,5
Ensure that a clear cycle of training support is in place so that staff are able to meet the needs of SEND. This includes working with IEYS, Educational Psychology team, National College	*EEF Toolkit: Metacognition + 7 months*	1, 2, 3
Bespoke mentoring for our Early Career teachers to ensure that they are able to be fully inducted into teaching methodology at Red Hall Primary School Use of paired teaching, observations and support with planning so that teaching standards are met.	*EEF Toolkit: Metacognition + 7 months* Our ECTs will be able to meet all the teaching standards at the end of their 2 year induction and deliver high quality lessons.	2, 3
Engage with Maths Hub to ensure that best practice is utilised in the curriculum. Ensure release of staff commit to the programme	*EEF Toolkit: Mastery learning + 5 months*	3

Improve the pedagogy of all teaching team so that standards are raised throughout school.		
Design of recent curriculum offer to be steered by leadership groups to ensure that coverage and progression of skills is built on as children move through school. Focus on the development of writing curriculum to have key focus in 2025_26. Training support from Grammarsaurus to be accessed and then cascaded to teaching team.	By having in place a high quality, engaging curriculum will make good progress from their staring points. Children will want to attend school as they don't want to miss out on the exciting learning. Children's writing will improve so that they are able to access the next stage of their learning with confidence.	3,4
Develop leadership capacity in Early Years by Phase Leader completing NPQEYL. New teacher in Early Years to have training programme to support knowledge and understanding of Early Years curriculum	Improving staff knowledge will enhance the curriculum of children Leadership capacity has lasting impact on improving outcomes	2,3
Develop all staff knowledge so that they can support children who have a range of SEND needs.	**EEF Toolkit: +6 months progress**	1,3

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

Budgeted cost: £65,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil progress meetings held half termly with HT and Phase leader and year group teachers released. Meeting to be held and then reflection time for action planning to be held on the same day to continue momentum of discussions	*Sir John Dunford +1.5 years progress for PP children with highly effective teaching* *EEF Collaboration - Average impact +5 months*	3,5
Speech and Language programme Welcomm and Makaton delivered to children in the Early Years who are identified as not being on track with their language development.	*Early Years intervention Action Impact - +6 months* Oral language interventions	Toolkit Strand	Education Endowment Foundation	EEF	1,2,3

	By ensuring that gaps in learners are targeted early on children will have a better chance of staying in line with their peers	
Targeted interventions led by well trained staff	***EEF Toolkit: Feedback +8 months, Small group tuition +4 months, reading comprehension +6 months, phonics +4 months.*** EEF shows that providing individualised instructions, one to one tuition, and feedback all have a positive impact upon learning. TAs help to develop deeper understanding and understanding in areas where children have gaps in their knowledge	1,3,5
Lowest 20% of readers will be well supported so that they make rapid progress	***EEF Toolkit: +5months*** Higher attainment in reading indicates better life chances Reading a wide variety of genres will support vocabulary acquisition	2, 3,5
Y6 tutoring programme with a focus on Y6 pupils and maths as this is the area of need/	**EEF Toolkit: + 5months** One to one tuition | EEF (educationendowmentfoundation.org.uk)	3
Creation of SEN space for children who are unable to access mainstream learning.	The children who access this space have complex communication and interaction needs. They may have no language or limited language. They will have an EHCP or be waiting for an EHCP. They will be working significantly below their peers. The Sunflower Room will have a maximum of seven children within it and a minimum of three staff. These children need frequent support throughout the day to co-regulate. All the children have personalised learning plans. EEF Metacognition and self-regulation | EEF + 8months Individualised instruction | EEF +4 months	1,2,3

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

Budgeted cost: £52,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review of the attendance strategy to ensure that best practice is being followed and in line with local offer. Communicate to all stakeholders	**EEF toolkit: Engagement with parents +4 months**	4,5

Embed principles of good practice set out in the DfE's guidance [Working together to improve school attendance (applies from 19 August 2024)](#) Participation and training from Inclusive Attendance Programme for the year 2025_26.		
Use of external providers to support emotional health and wellbeing Inclusion Practitioner will work with children who have specific barriers to attending school. They will use programmes of support to raise self esteem, improve resilience	**EEF Toolkit: Social and emotional learning +4 months** A trained worker, who builds up a close relationship with the identified pupils, helps them to discuss any areas of concern, develop their social and emotional skills and mentor them with their learning.	4,5

Total budgeted cost: £106,200 + £65,920 + £52,100 = £224,220

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

Programme	Provider
Supervision for staff	Sycamore Behaviour Outreach Team
Phonics programme	Monster Phonics
Curriculum support and design	Grammarsaurus
Self esteem and resilience programme	Hamish and Milo
Emotional Literacy Support	ELSA
Welcomm	GL Assessment
Maths Circle Ltd	Times Table Rockstars