

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the

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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	409
Proportion (%) of pupil premium eligible pupils	25.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	9.11.21
Date on which it will be reviewed	1.7.22
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)	£141, 845
Recovery Premium Funding allocation this academic year (b)	£14500
Pupil premium funding (Catch Up) carried forward from previous years (enter £0 if not applicable) (c)	£32800
Total budget for this academic year for Recovery and Pupil Premium Funding a+b+c	£189145
School-led tutoring for this academic year (d)	£8910
Total budget for this academic year inc tutoring a+b+c+d	£198055

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 to identify and analyse the barriers and needs of the children eligible for the grant.
- Staff are provided with next steps and strategies 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
- 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.

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	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.</p> <p>To deliver training for staff in FQT.</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.</p> <p>To enable SLT to spend time working with staff to monitor the use of feedback and to liaise with staff. Staff training will be provided.</p> <p>Teachers to 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.</p>	1, 2, 5, 6, 7
To ensure first quality teach for all pupils in school	Range of strategies to be put in place to support the oracy of children. All staff will receive training and support to discuss the strategies. Subject leaders and SLT will carry out monitoring in this area including carrying out pupil interviews.	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>	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"> • FBA book club • Authors working with pupils • Additional 1-1 readers • Reading buddies • Training volunteer readers • Reading festival • To encourage children to take part in Reedley's Reading For Please scheme • High quality texts to be shared with children through English lessons and through reading aloud to the class 	2, 5, 6, 7
High quality CPD	<p>To purchase Red Rose Maths programme, 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>	7

	To support selected teachers to take part in quality CPD for English, through local authority training packages.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £90 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	1, 2, 7
Additional staff will be used to deliver support for pupils – funded through the Catch up Funding	<p>Additional TA in Y5 to support with small group work and to provide behaviour/pastoral support</p> <p>Additional teacher to support groups of Y5 and 6 children for one day a week - to be funded by tutoring funding.</p> <p>Additional TA to allow further 1-1 support in Reception to take place for one day each week, to facilitate additional interventions to take place.</p>	7

	<p>Additional teacher for one day a week to support with small group work in Y1, Y2, Y4</p> <p>Consider an additional teacher to deliver support for small groups on Y3 if the data after Christmas shows that this is needed.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support emotional needs of children	<p>Qualified and experienced ELSA to work with children from across school, to meet their social and emotional needs on a 1-1 basis or in small groups.</p> <p>HT and PSM make regular contact with parents/carers regarding attendance and punctuality issues.</p> <p>Play therapy and outreach behaviour support to be provided for children who need the provision.</p> <p>To provide Nurture training for support staff and a staff meeting for the whole staff</p>	4, 5, 6
Promote good attendance and punctuality	<p>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.</p>	3
Give children a positive start and end to the day	<p>Provision of daily care club 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.</p>	3, 5, 6, 7
Create broader experiences for all children	<p>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.</p> <p>Range of trips will be subsidised by the school to ensure that children have board and cultured experiences.</p> <p>RE SLA will allow for multi-faith visits/trips to take place.</p>	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.	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.	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

Total budgeted cost: £55000+90000+45000= 190000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales. If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

All pupils received a great deal of support to help children cope with the effects of the pandemic of 2020-2021, much of which could not have been foreseen before the events occurred.

Pupils eligible for Pupil Premium Funding 2020-2021, were prioritised for support.

Autumn Term

DHT supported all teachers in redesigning the curriculum, following the period of school lockdown for most children from March to July 2020.

Key learning was established which was then built into planning for all children.

Plans for 2020- 2021 were adapted to take into account key skills that had been missed.

A great deal of transition work was carried out for children, many of whom were returning to school following a six-month absence from school. Reception children had missed a large part of their nursery provision.

PSHE became a key aspect of the curriculum, supporting the emotional and social needs of the children and explaining why so many restrictions were still in place.

Assessments were carried out.

Small group support was carried out, following assessments to support the academic needs of the children. This included pre-teach and over-learning sessions as required.

Structured programmes of support were in place for children eg Bounce Back Phonics, Fast Forward Grammar

Spring Term – National Lockdown

Laptops were provided for all disadvantaged families (those eligible for PP/FSM, or those who were LAC) that needed them.

WIFI codes were provided for free WIFI.

Staff made additional phone calls to all children with more regular ones for the disadvantaged children – at least three times each week, including at least one lengthy assessment phone call to review the home learning.

Home learning was on the school website for each day, following the curriculum maps and ensuring that progression was built in.

Teachers and the Headteacher delivered assemblies to each year group, to support the emotional and social development of the children.

These children were encouraged to attend school daily, where support was provided to complete the home learning.

Additional IT resources were provided in classrooms to support the delivery of the home learning activities.

Pupil Support Manager, School Business Manager and Headteacher worked to track down children for whom no or little contact had been made. At least 10-15% of children were out of the country during this term, some of whom did not return to school until September 2021.

Summer Term – Post Lockdown

Assessments of learning were carried out for all children, with additional support put in place to help to fill some of the gaps in learning.

On-line learning was still posted on the school website.

Additional staff carried out support as required.

- Reception – additional TA
- Across school - additional teachers were used in different phases for one day each week, to release teachers to work with identified children.
- Additional teacher used to deliver high quality guided reading sessions to groups of disadvantaged children in Y4 and Y5.

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
NTP tutoring	Randstad Education
Times Table Rockstars	
My Maths	
Bug Club	
Spag.com	
Purple Mash	
Nessy	