

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	Sileby Redlands Community Primary
Number of pupils in school	387
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 – 2023/24
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Michelle Tobin
Pupil premium lead	Drew Simpson
Governor / Trustee lead	Nick Salter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 105,026
Recovery premium funding allocation this academic year	£ 10,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£115,756</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
---	--

## Part A: Pupil premium strategy plan

### Statement of intent

At Sileby Redlands, we aim to ensure that all disadvantaged pupils make progress that enables them to leave primary school meeting the age-related expectations or above depending on their starting points.

To achieve this, we have systems in place to identify disadvantaged pupils as early as possible, enabling the school community to have the greatest impact possible. We also have rigorous Pupil Progress checks and moderation throughout each year which focus on identifying specific gaps in pupils' skills and knowledge, allowing staff to implement appropriate interventions.

The key principles for using the Pupil Premium fund are: equitable, inclusive and adaptable. Disadvantaged children with the highest need are given the greatest opportunities and support, whilst pupils who aren't entitled to pupil premium are included where there is need to do so. Our strategies are continually assessed and reviewed to ensure that they are the best for the pupils' needs.

Our aim is to ensure that, at the key milestones of: Year 1 phonics check, KS1 achievement, Year 4 Multiplication Check and end of KS2 Achievement (alongside progress) disadvantaged children are keeping up with their peers and achieving the expected standards. We have chosen these areas as we recognise their importance in a child's learning as a whole: phonics knowledge correlates directly to reading for enjoyment, a key indicator of success; pupils rely on multiplication knowledge in many areas of mathematics in upper key stage 2 and beyond; to ensure that pupils leave Redlands equipped with the skills and knowledge needed to be successful in their secondary education.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Low baseline entry for disadvantaged pupils into EYFS</i>
2	Low levels of resilience in disadvantaged pupils
3	Gaps formed during COVID home learning for disadvantaged pupils through a lack of access or engagement
4	Lack of engagement with homework
5	Lack of parental engagement

## 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
Phonics	Increase percentage of disadvantaged children passing Year 1 phonics check from 54%
Mathematics	Increase percentage of disadvantaged children passing Y4 MTC check from 69%
Reading, Writing and Maths	Increase percentage of Disadvantaged children reaching ARE at KS2 SATS
Reading, Writing and Maths	Increase percentage of Disadvantaged children reaching GDS at KS2 SATS
SEMH	Increased awareness of own emotions and increased strategies to regulate these

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Coaching</i>	<p>Quality First Teaching has the biggest impact on pupils' learning. Development of this through individualised coaching for each teacher will have a significant outcome on results for disadvantaged pupils.</p> <p>Research into teacher career develop can be found in this link and refers to CPD as structured, facilitated activity for teachers intended on increasing teaching ability. Redlands takes this approach to CPD through the coaching structure implemented.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development</a></p>	1, 2, & 3
<i>Use of Classroom Support interventions</i>	<p>Redlands uses well planned interventions by classroom support to address the needs of disadvantaged pupils. Evidence by the EEF shows that utilising this strategy has an average impact of increasing learning by 4 months progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2, 3 & 4
<i>Curriculum resources</i>	<p>Additional resources to support quality first teaching, enabling pupils to maintain their learning within the classroom and keep up with their peers</p>	1,2,3, & 4

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

Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain targeted phonics intervention is prioritised for disadvantaged	<p>Ensuring that pupils follow a set programme for phonics throughout EYFS and Key Stage 1 will allow pupils to become secure in their phonic knowledge and application. Direct teaching of phonics has an average impact of +5 months for pupils reading age.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1, 2 & 3

pupils. (Use of Read, Write, Inc)		
Maintain additional times tables interventions run by trained teachers across Years 3 and 4.	<p>The reasoning and learning that comes with understanding times tables can be applied across a wide range of topics within mathematics. The use of Times Tables Rockstar and Supermovers alongside specifically taught facts in 1:1 and small groups has helped improve the number of pupils achieving a score of over 20 in the Mutliplecation Tables Check at the end of Year 4.</p> <p>Improving knowledge of Times Tables Facts in Lower Key Stage 2 significantly increases the chances of achieving age-related expectations at KS2.</p>	2, 3 & 4
Reading comprehension	<p>Reading comprehension is a crucial part of Reading Instruction in early years. Using targeted reading comprehension strategies for disadvantaged pupils will enable them to access the whole school curriculum. The earlier children are able to fluently read and understand what they are reading, the more likely they are to be successful in later life.</p> <p>Pupils make an average 6 months progress in reading.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1, 2, 3, & 4
Use of writing interventions such as Colourful Semantics	<p>The EEF recommends extensive practice of sentence construction enables children to become technically more proficient in writing. Interventions such as Colourful Semantics enables children to work with adults to construct sentences repetitively, building up the use of different word types over time, and therefore increasing their confidence in writing overall.</p> <p><a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase parental engagement - Use of Family Support Worker	<p>Ensuring that parents engage in their children's learning helps to support pupils' progress. Practice and repetition at home of knowledge and skills taught at school, helps connections to form between learning.</p> <p>Increases pupil attainment by 4 months on average  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	5

<p><i>Increase pupil wellbeing and resilience</i></p>	<p>Redlands has a mixed demographic of pupils and ensuring that those from disadvantaged backgrounds are emotionally able to cope with challenging learning tasks will enable all pupils to make the best possible progress.</p> <p>Social and emotional interventions have an impact of an average of 4 additional months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>4</p>

**Total budgeted cost: £ 85,000**

## 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.

End of KS2 Teacher assessments carried out using previous SATS test papers and scaled scores, showed an increase of 11% of disadvantaged children attaining age-related expectations in Reading, Writing and Maths. 22% of disadvantaged pupils also achieved the Greater Depth standard in Mathematics and 11% of disadvantaged pupils achieved the Greater Depth standard in Reading, Writing and Maths combined.

69% of disadvantaged pupils passed (school's on pass mark of 20/25) the Year 4 MTC compared with 25% in the previous year and 90% of non-disadvantaged pupils. Whilst this is an increase in percentage of disadvantaged pupils on the previous year, the gap to non-disadvantaged pupils remained largely similar (39% compared to 40%) and therefore, providing further opportunities for disadvantaged pupils is needed to ensure that this gap closes. Teaching of times tables facts begins in Year 2 and interventions are put in place Year 3 to prevent pupils from falling behind their peers, with additional measures in Year 4 to boost pupils where necessary.

54% of disadvantaged pupils passed the Year 1 phonics screen compared to 25% in the previous year and 88% of non-disadvantaged pupils. The gap between disadvantaged pupils and non-disadvantaged decreased showing that interventions in place are having an impact for disadvantaged pupils. Additional phonics practice has been placed in EYFS to enable disadvantaged pupils to keep up with their peers, alongside additional practice in Year 1 for disadvantaged children who have fallen behind their peers, which will remain in place to continue closing the gap.

### 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



## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*