

Pupil premium strategy statement – Red Hill Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Red Hill Primary School
Proportion (%) of pupil premium eligible pupils	18% (124)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 - Reviewed 2023-2024 2024-2025
Date this statement was published	19 th December 2022
Date on which it will be reviewed	1 st December 2023
Statement authorised by	Nicola Crockatt
Pupil premium lead	Emma Nolan
Governor / Trustee lead	Karen Baldwin and Alison Drugan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174524 (including PP plus)
Recovery premium funding allocation this academic year	£16,095
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year	£190,619

<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>	
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Part A: Pupil premium strategy plan

Statement of intent

Everyone at Red Hill Primary School is committed to providing the building blocks for every child to flourish in a safe and nurturing environment. We are a vibrant and happy school with a dedicated, passionate staff team. Our USP is 'Safe, Happy Learning' which ensures we put children's wellbeing and learning at the heart of all we do. We are a large, three and a half form entry primary school in Chislehurst, Kent, in an area of a diverse range of socio-economic backgrounds.

One of the key challenges we have identified for our disadvantaged children is reading and language skills. For us, early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy/speaking and reading. We are constantly looking to refine and develop practice in this area whilst also providing targeted interventions during, prior to, and at the end of, the school day. This academic year we have introduced Word Aware, a vocabulary enriching scheme to further enhance children's vocabulary knowledge.

We are aware that some of our pupils have limited access to extracurricular opportunities and enriching experiences outside of school. We strongly believe our curriculum is our children's opportunity and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for all our educationally disadvantaged pupils. Through educational visits and The Pioneer Passport, we enrich the curriculum and enhance pupils' cultural capital. We also offer a wide range of varied extra-curricular clubs and music lessons.

We have a strong ethos of inclusion and a compassionate approach towards supporting and engaging our children and parents. All of our staff understand the impact of disadvantage on pupils' learning and staff speak with one voice about our ambition for all our pupils. Pastoral support through our family worker, counselling, nurture and other therapeutic avenues enables children to feel safe, listened to and ready to learn, developing confidence, self-assurance and self-worth.

The leadership team put emphasis on the quality of pupils' learning experiences and play a vital role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms, provide on regular coaching opportunities, training, and immediate feedback to develop practice. This interacts positively with partnership/school-improvement work with the wider academy.

We offer a creative curriculum, enriched with opportunities to enable our pupils to understand the world around them and be responsible citizens. Through developing their resilience, independence and confidence, our pupils see learning as a way to realise their full potential. Through a differentiated, language rich curriculum, we provide opportunities for all to access a broad and balanced curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling behind age-related expectations in reading, writing and maths.
2	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils from EYFSs through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers through the school.
3	Diagnosed and undiagnosed additional educational needs. 25% of children receiving pupil premium are on the SEN register.
4	Attendance and punctuality. Our assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils' progress.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils. More currently require additional support with social and emotional needs. Some of which attend part-time nurture provision, one-to-one counselling, empowerment and small group music therapy sessions. Some children also currently require 1:1 support/mentoring throughout the day.
6	Parental engagement and involvement.

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
Improved oral language skills and vocabulary among disadvantaged pupils in EYFS and KS1	Talk Boost assessment will show good progress. Those who do not (e.g. due to SEN) will be identified as requiring specific support in Y2.
Children in KS1 making progress in phonics with gap in reading closing between disadvantaged and non-disadvantaged	The results of Y1 Phonics screening test and reading assessments will show all pupils making good progress. Keep up/ catch up phonics interventions to support with this.
Improved reading attainment among disadvantaged pupils with high proportion of disadvantaged pupils to be at expected/exceeding at the end of year 6.	Over 80% of all pupils reach age-related expectations for Reading at the end of each Key Stage, with minimal difference between disadvantaged and non- disadvantaged cohorts.

Improved maths attainment among disadvantaged pupils.	Over 70% of all pupils reach age-related expectations for maths at the end of each Key Stage, with minimal difference between disadvantaged and non- disadvantaged cohorts.
To achieve and sustain improved levels of attendance for all pupils, particularly for our disadvantaged pupils.	Average attendance for disadvantaged and non-disadvantaged cohorts will be the same. There will be no difference between the cohorts for rates of persistent absence.
Disadvantaged pupils to access relevant pastoral/SEND support – Improved emotional well-being and resilience	Improved wellbeing a mental health should be evident through Boxall profiles – through the support of the nurture provision and other therapies and pupil wellbeing questionnaires.
Disadvantaged pupils to have access to a range of extracurricular activities and experiences	High uptake of funded club places Disadvantaged pupils learning musical instruments Disadvantaged pupils attending educational visits, residential trips and The Pioneer Passport visits.
Disadvantaged pupils to have attendance of at least 94% and to be punctual everyday	Key families working with family support worker, attendance team and EWO to ensure high attendance Decrease in number of late marks for disadvantaged pupils.

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: £ 95,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by:</p> <ul style="list-style-type: none"> Ensuring teaching in all subjects is of the highest quality, well planned to support and challenge all with differentiation and variation throughout Exposure to a broad and balanced curriculum Year group provision maps ensure children have access to appropriate support throughout the week. Small groups given opportunities through pre- and post-teaching close gaps identified by teachers through AFL. 	<p>DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p> <p>School continue to support those teachers who took part in the DFE Early Career teachers' framework – staff are supported by colleagues across the trust.</p> <p>The school supports 8x ECT. EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children.</p>	1, 2 and 3

<ul style="list-style-type: none"> • Closing the vocabulary gap through quality first teaching 	Reading comprehension strategies (+6 months) EEF	
Phonics teaching in EYFS/KS1 through consistent use of Little Wandle and intervention support as identified.	Phonics (+4 months) EEF	1, 2 and 3
High quality CPD for all teaching teams across the school. <ul style="list-style-type: none"> • Increased subject knowledge across teaching and support staff team • Improved outcomes as a result of improved practice. 	Guidance report – EEF – Effective Professional Development	1, 2 and 3
We will frequent opportunities for internal skills sharing and modelling/ coaching/collaborative planning with Heads of Subjects, experienced teachers. We will visit other excellent schools/MATs.	Guidance report – EEF – Effective Professional Development	1, 2 and 3

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

Budgeted cost: £17595

Activity	Evidence that supports this approach	Challenge number(s) addressed
To narrow the attainment gap between PP and Non-PP in all year groups through small group teaching for key pupils who are working below age related expectations through: <ul style="list-style-type: none"> • Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions) • Deputy Headteachers/ provide training for staff at all levels on reading and phonics • Providing school-led tutoring for pupils. • Gaps swiftly identified use of SHINE intervention • Talk Boost in EYFS and KS1 to target speech and language barriers • IDL interventions to support reading and writing • Catch up phonics and interventions for children in Year 2 who have not 	(+4 months – EEF Toolkit) Teaching Assistant Interventions (+4 months – EEF Toolkit) Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF 2 Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: 2 11 A significant proportion of the pupils who receive tutoring will be disadvantaged.	1, 2 and 3

<p>passed phonics screening</p> <ul style="list-style-type: none"> • Bottom 20% reading focus throughout the school with reciprocal reading interventions and phonics support. 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 77622

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEEN provision – supporting cognition and learning through literacy and numeracy based interventions to support children with complex needs.</p> <ul style="list-style-type: none"> • One to one or small group support • Bespoke timetables with sensory and learning activities tailored to children’s need • Sensory circuits • Assess to NESSY and other academic intervention <p>Children are emotionally supported and ready to learn in the mainstream classroom.</p> <ul style="list-style-type: none"> • Run nurture groups and use to support children in developing life skills and learning skills to allow them to move forward in their education. When needed counselling provided for vulnerable children and wellbeing groups run. • Social skills groups 	<p>Children with additional needs unable to access mainstream classroom, academically and socially.</p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>Social and Emotional learning (+4 months – EEF Toolkit) Behaviour Interventions (+3 months – EEF Toolkit).</p> <p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014) Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, nonstigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009).</p>	<p>3</p>

<p>New PSHE Jigsaw scheme introduced and monitored</p> <ul style="list-style-type: none"> Wellbeing lead to support children who may have behaviour as a barrier to learning <p>TA led empowerment groups</p>		
<p>Pupils have the opportunity to participate in extracurricular clubs and develop their cultural capital.</p> <ul style="list-style-type: none"> 50% reduction in residential trips in years 4 and 6 50% reduction in educational visits Free experiences as part of The Pioneer Passport Wider opportunities including extra curricular clubs and learning a musical instrument Socialisation in breakfast and after school club to set children up ready for the day Brilliant Club 	<p>Arts participation (+3 months – EEF Toolkit) Sports participation (+3 months – EEF Toolkit)</p>	5
<p>Pastoral support for individuals and small groups provided by both learning mentor and family worker in order that pupils have the key skills required to be able to learn.</p> <ul style="list-style-type: none"> Social skills <ul style="list-style-type: none"> Anxiety workshops Social and Emotional learning Therapeutic support through Better Together groups, Lego Therapy, Snack and Chat Music therapy Counselling Educational Psychology Mentoring – Empowerment programme Inclusion Support 	<p>(+4 months – EEF Toolkit)</p>	5
<p>Increase parental engagement with school so they feel more empowered to support their children</p> <ul style="list-style-type: none"> Class Dojo for communication between school and home Half termly coffee mornings run by Family support worker and SENCO Engagement event held with outside agencies so 	<p>Parental Engagement (+2 months – EEF Toolkit)</p>	6

<p>parents can see the school offer and services outside promoted</p> <ul style="list-style-type: none"> • Parent Workshop for every area of curriculum. • Learning Together Partnership • Weave the Magic sessions in EYFS <p>Class performances/events for each year group</p>		
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new strategies.</p> <p>Attendance officer EWO meetings Attendance awards and assemblies</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4 and 6</p>

Total budgeted cost: £ £190,619 (including RPG and PP plus)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The aim at Red Hill is for all pupils, whatever their needs and starting points, to attain well and we know many of our pupil premium pupils still need extra support.

During the academic year 2020 – 2021, although children had a disrupted year due to Covid, we were pleased that children still made around expected progress or more and our KS1 and KS2 outcomes were still above national.

When comparing Pupil Premium and Non- Pupil Premium Progress in the Core areas, it was noticeable, compared to past reported data, that some gaps were narrowed. In some areas, there was a widening gap. The causes of these outcomes, points predominantly to Covid-19, which disrupted all our subject areas. School closure was most detrimental to our disadvantaged pupils, as evidenced in schools across the country, and they were not able to fully benefit from our pupil premium funded improvements to teaching and targeted interventions.

Where the gap is still prevalent, additional interventions have been put in place for this coming academic year, in addition to the interventions that were put in place during the year- for example Keep Up, Catch Up and further tuition.

Well being and mental health will continue to be a focus, with our nurture provision having many successes and reintegrating children back into class full time, with our assessments and observation confirming this. Moving forward into 2023-2024, we have identified that children with diagnosed and undiagnosed additional educational need further support through the SEEN provision to access a mainstream curriculum and environment. Therefore, a bespoke, tailored curriculum and timetables have been created to enable them to achieve this. Nurture groups have continued alongside this provision within year groups.

Attendance and Punctuality continues to be a focus for 2023-2024. Our gap in attendance between Pupil Premium (91%) and Non Pupil Premium (96%) is still prevalent and we continue to work to reduce this further.

This Pupil premium statement has been reviewed and updated with a clear action plan for the next 2 years based on the needs of our children, to ensure the gap between disadvantaged and non-disadvantaged narrows.

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
Little Wandle	Little Wandle
CPOMs	CPOMs
Times Tables Rock Stars	Maths Circle
White rose	Collins
Provision Map Writer	EduKey
CLUSP	Unity Education
IPC	IPC
NESSY	NESSY