

## Pupil premium strategy statement 2021/22

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	<b>Red Hall Primary School</b>
Number of pupils in school	<b>207</b>
Proportion (%) of pupil premium eligible pupils	<b>70.5%</b>
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	<b>2021 - 2024</b>
Date this statement was published	<b>October 2021</b>
Date on which it will be reviewed	<b>September 2022.</b>
Statement authorised by	<b>Julie Davidson</b>
Pupil premium lead	<b>Julie Davidson</b>
Governor / Trustee lead	<b>Deb Foster</b>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£184,206</b>
Recovery premium funding allocation this academic year	<b>£16,675 (confirmed)</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<b>Total budget for this academic year</b>	<b>£200,881</b>

## Part A: Pupil premium strategy plan

### Statement of intent

#### Demography and School Context

Red Hall Primary School is an average sized, one form entry, Local Authority maintained Primary School on Red Hall in Darlington. From September 2021, our school has expanded to incorporate, an alternative provision which will cater for 16 full time pupils with EHCP's with a primary identified need of Social, Emotional and Mental Health.

#### Key information:

- 2027 Pupils on roll from age 2 -11 years.
- Our Early Years provision consists of a 2-Year-Old Provision (Lullaby Lane) which has space for 12 pupils each session and a 45 space Nursery.

#### Deprivation (IDACI report created November 2021)

**According to the 2019 Income Deprivation Affecting Children Index 2019 we know that 90% of our pupils live within the top 5% most deprived areas in England (this is an increase of 5% since 2015)**

The key factors that affect our families are; **low income, education, employment and crime.**

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This sits alongside research conducted by the EEF when creating this strategy. Common barriers to learning for disadvantaged children can be: less support at home, poor language and communication skills, social, emotional and mental health difficulties and attendance and punctuality issues. There may also be complex family situations with emotional well-being needs not being met, that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

At Red Hall Primary School, we aim to:

- Ensure that the teaching and learning opportunities that we provide, meet the needs of all the pupils.
- Provide pupils with appropriate provision, support and intervention to enable them to achieve age related expectations.
- Target support for emotional health and well-being to those pupils and families who require this additional support by providing intensive pastoral support for pupils and their parent/carers.
- Improve the attendance of disadvantaged pupils in school.
- Invest in our pupils having access to wider opportunities that support and engage them in education. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

We also recognise that not all pupils in receipt of Pupil Premium will be socially disadvantaged and that some pupils in our school may be socially disadvantaged and may not qualify for Pupil Premium. We therefore reserve the right to allocate the funding to support any group of pupils the school itself has identified as socially disadvantaged.

We aim to do this through:

- Additional 1-1 and small group learning support
- Paying for activities such as; educational visits and residentials to enrich children's first hand experiences that can be used to support learning within and beyond the classroom.
- Support the funding of specialist learning software.

- To allow the children to learn a musical instrument at Key Stage 2.
- Behaviour and nurture support during lunchtimes by providing play activities to engage and promote social development.
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a teaching assistant to each Year Group - providing small group work focussed on overcoming gaps in learning
- Additional teaching and learning opportunities provided through trained Academic Mentors.
- Emotional Well Being support services.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Poor Early Language and Communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas.
3.	Difficulties with phonics compared to peers. This negatively impacts on our children's development as readers.
4.	Increased numbers of pupils with complex needs, including speech and language, social communication, attention difficulties, motor skills, social emotional and mental health.
5.	Attendance, reducing the number of hours pupils are in school.
6.	Parental and Family engagement in children's learning.
7.	Limited life experiences and opportunities for enrichment

## 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 speech and language skills and increased vocabulary	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Improved English and Maths skills through quality first teaching and further developed through small group or 1:1 intervention.	Outcomes at KS1 and 2 are at least in line with National

Improved Phonics skills and knowledge for Early Readers	Phonics outcomes improve and are back in line with historical data and at least in line with National.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained and improved attendance. Ensure attendance of disadvantaged pupils is above 95%
Improved emotional well-being among pupils/parents and carers.	Families are supported to reduce barriers to children's achievement –  Evidence gathered from pupil and parent voice surveys and teacher observations is positive.

## 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: **£102,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>2 x Additional Level 3 Teaching Assistant for the Early Years and Key Stage 1</b></p> <p><b>Training for staff in NELI (Nuffield Early Language Intervention)</b></p>	<p>On entry to school and more evident now in Reception, many children have low Language and Communication skills.</p> <p>In Nursery, 45% of disadvantaged children are below expectation for Listening and Attention and Speaking.</p> <p>67% of the cohort are below expected on entry to Reception 2021 (60% of these disadvantaged).</p> <p>26% of disadvantaged children have significant SEND/ learning difficulties.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p><b>1,2,4</b></p>
<p><b>Additional afternoon for SENCO to focus on inclusion and attendance</b></p>	<p>A large proportion of our disadvantaged children are SEND requiring additional support and monitoring.</p>	<p><b>4, 5</b></p>

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

Budgeted cost: **£119,149**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Engaging with the NTP programme to provide academic mentoring for pupils whose education has been most impacted by the pandemic in Key Stage 1 and 2.</b></p> <p><b>X 3 afternoons per week 'Future Steps' SMART group sessions ran by trained adult as intervention for targeted pupils</b></p>	<p>The 'headline' internal attainment data could indicate that COVID-related disruption has had a considerable impact on outcomes, especially in 2021.</p> <p>0% of pupils achieved a Good Level of Development at the end of Reception and with 70% of this cohort being disadvantaged, catch up support is required into Key Stage 1.</p> <p>Currently Autumn term internal tracking shows Y1 – Y4 being the most significantly impacted with less than 50% of the cohorts being on track to achieve Reading, Writing and Maths combined.</p> <p>Y1 – 42% Y2 – 21% Y3 – 48% Y4 – 36%</p> <p>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: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p><b>3, 6</b></p>
<p><b>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</b></p>	<p>50% of Year 2 pupil's achieved the phonics standard in Autumn 2021</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p><b>3</b></p>
<p><b>Employ X 2 ELSA (Emotional Literacy Support Assistants) working with small groups and 1:1 with pupils.</b></p>	<p><i>The EEF states that 'Improvements appear more likely when social and emotional approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the</i></p>	<p><b>4,</b></p>

<p><b>Delivering for example:</b> <i>Emotional Literacy</i> <i>Sand Play</i> <i>Drawing and Talking</i> <i>Therapies</i> <i>Bereavement Support</i></p> <p>Counsellor employed through North East Well Being Trust increased to 1.5 days per week due to increased number of pupils significantly affected.</p>	<p><i>degree to which teachers are committed to the approach appear to be important</i></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	
<p><b>Times Table</b> <b>Rockstars and Numbots</b> <b>(£202 annually)</b></p>	<p>Pupil and staff voice show this is highly effective at engaging pupils and families in learning at home.</p>	<p>6</p>

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

Budgeted cost: **£18,494**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Additional Lunchtime Support to provide high quality games and activities to engage pupils</b></p> <p><b>Additional resources to support play based learning at Key Stage 1</b></p>	<p>There is a positive relationship between play and early outcomes. Due to the National Pandemic concerns have arisen regarding the physical health and social skills of our disadvantaged children and we need to support and teach our children how to play again.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</a></p>	<p>1, 2, 4, 7</p>
<p><b>Data Analysis (including attendance data)(£1580)</b></p> <p><b>Bespoke deprivation report – used to identify key deprivation barriers specific to our school (£350)</b></p>	<p>The level of detail that goes into these reports allows us to clearly identify the complex factors which create barriers to learning.</p>	<p>4,5</p>

<p><b>Subsidy of residential visits and enrichment opportunities/memorable experiences (e.g theatre experiences, trip to the seaside) Investment in Wilderness Schooling sessions and training for a range of school staff.</b></p> <p><b>Agreement with Durham Music Service to pay for music tuition for Pupil Premium children to allow equality of opportunity.</b></p>	<p>Over 90% of our pupils only time away from home during the year is on school residential. It is essential that children experience different settings before writing about them. Memorable experiences are used to engage children in their thematic learning.</p> <p>Y3/4 Residential Trip to the Lake District Y6 Residential Trip to Kingswood</p> <p>Every child has the right to learn to play an instrument</p> <p><i>EEF States that 'studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.'</i></p>	<p><b>1, 4, 7</b></p>
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**Total budgeted cost: £239, 643**



## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

The Covid-19 impact is evident and learning was seriously disrupted which disrupted all areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## 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*

<b>Programme</b>	<b>Provider</b>
Times Tables Rockstars and Numbots	TT Rockstars
Music Tuition - guitar	Durham Music Service
Data analysis / Demographic analysis / Assessment / Attendance	Anthony Conlin Data Company

## Further information