



## Pupil premium strategy statement

The Redeemer Church of England 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024/2025/2026
Statement authorised by	Mr M Power
Pupil premium lead	Mr L Devine
Governor / Trustee lead	Amy Teague, Charlotte Carter

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,405
Recovery premium funding allocation this academic year	TBC
Pupil premium (and recovery premium) funding carried forward from previous years	TBC
<b>Total budget for this academic year</b>	<b>£91,405</b>



## Part A: Pupil premium strategy plan

### Statement of intent

At The Redeemer Church of England Primary School all members of staff and governors accept responsibility for all pupils, we are committed to meeting all of our pupils' pastoral, social and academic needs in a nurturing environment and we aim to ensure that all pupils irrespective of their background, make good progress, achieve their own individual goals and achieve high attainment across all areas of the curriculum. The main aim of our Pupil Premium Strategy is to ensure that we support those disadvantaged pupils within our school community to achieve their goals, that they are given key life experiences and make good progress across the curriculum, including those who are already working at expected standard or above.

As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. The ultimate objectives for our pupils who are in receipt of pupil premium are: To ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this through the National Tutoring Programme, and through using our current staff in school to deliver targeted interventions that identify pupil's areas for development from their termly assessments in Phonics, Reading, Maths and Grammar.

We provide continuous professional development to ensure staff are well trained and are equipped to support pupils appropriately. Our Pupil Premium Lead is a member of the Senior Leadership Team and therefore is allocated time to ensure high aspiration and high quality provision for all pupils in receipt of pupil premium.

At The Redeemer, we know children must be ready to learn by ensuring their personal, social, emotional and development needs are met. In recent years we have seen an increase in pupils' emotional and social needs that impact on learning. Our strategy includes promoting resilience and well-being. We look towards evidence based neuroscience, mindful awareness, positive psychology and mindful practices to affect positive change within the classroom and beyond. The curriculum includes practices developed to help children improve their focus, manage their emotions and face challenges with resilience, kindness and compassion.



We have an experienced well-being team and Emotional Literacy Support Assistant who works in close partnership with the SLT to provide weekly sessions alongside the Well-Being Programme to identified children. Many of our pupils in receipt of pupil premium access this support.

The Pupil Premium Lead is also a Designated safeguard Lead and provides support within the team around early help. The well-being team work collaboratively to assess any identified needs - holistically, delivering coordinated services and reviews progress alongside the family and other professionals.

## Challenges

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

Challenge number	Detail of challenge
1 – Attainment	Data obtained from the EYFS Profile indicates that children who benefit from the Pupil Premium Grant (PPG) are performing below the Local Authority National Average. In 2023 50% of PPG children achieved Greater Level Development, which is below the Local Authority Average (51%) and the National Average (52.1%) Both internal and external data show an upward trend as these pupils progress through the school. In 2023 KS1 Assessments 70% of PPG children achieved EXS in Reading, Writing and Maths – compared to the National average of 40% and LA average of 43%.
2 - Teaching & Learning	Observations have revealed that some PPG children can exhibit passive learning tendencies. To address this, tailored teaching and learning strategies have been implemented to actively engage these students and enhance their participation in the learning process.
3 - Pastoral Care	A considerable number of our children necessitate continual mental health and wellbeing support. In July 2023 25% of Pupil Premium Children were accessing regular (Weekly) Pastoral Support.
4 – Enrichment Opportunities	Previous attendance data from Extra-Curricular activities has shown that a notable proportion of PPG children were not engaging in the diverse range of opportunities available to other students.
5 – Attendance	In 2023 school remains below the National (17.7%) and Local (18.9%) Average for Persistent absenteeism (PA) with 5.8%. This must continue to be carefully monitored and analysed to ensure this data does not increase and that support is in place for PA children.
6 –	The Parental Questionnaire in 22/23 highlighted that 9% of parents felt that they weren't regularly made aware of what their child is



Supporting Parents/Carers	learning. This has been addressed and we continue building relationships and maintaining meaningful communication with parents which enables them to support their child's learning at home
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## 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
Attainment in Reading, Writing and Maths	The outcomes of pupils in receipt of pupil premium in reading, writing and maths is in line with their peers.
Attainment scores in statutory test that meet or exceed the national average for Pupil Premium Children	Achieve at least the national average for pupil premium children in reading, writing and mathematics.
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	Increase the progress of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.
Improved attendance and punctuality for Pupil Premium Children	Ensure attendance of disadvantaged pupils is above 96%
Improve attitudes towards learning and the self-esteem/motivation of our Pupil Premium children	Continue to promote The Redeemer Way and an ethos of excellence and endeavour for all, in a caring and Christian setting. Provide pupils with enrichment activities, opportunities to set goals/aspirations for the future, provide role models and opportunities for these pupils to feel success.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Pupil's well-being needs are met and supported to ensure they are able to access high quality teaching and targeted interventions, where needed, to support them in making progress.



## 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: £10,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum Specialists and Subject Leader time allocated to monitor, track and continue to develop their curriculum to ensure that it inspires motivates and engages our learners to ensure they reach their maximum potential as well as providing staff with effective professional development.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.  Effective Professional Development, EEF (2021)	1,2,4
Professional development on evidence-based approaches	Effective Professional Development <a href="https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</a>	1,2,4
To ensure all classroom-based staff are trained in the teaching of phonics.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,2,4,6

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

Budgeted cost: £34,956

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Appointment of an intervention lead to deliver targeted intervention to pupils across school.	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.  Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	1,2,3,4
Morning groups sessions for those working towards the expected standard to pre-teach key skills in Maths and Reading	Small group tuition, EEF.	1,2,5,6
To provide further CPD to Teaching Assistants so they have the skills and knowledge to effectively support teachers in reducing the learning gap.	Schools who provide sufficient training and CPD for TA's have a positive impact on the effective deployment of TA's.  Deployment of Teaching Assistants in schools, DFE (2019)	1,2

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

Budgeted cost: £46,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Interventions Team to continue working with our vulnerable/disadvantaged families to help improve attendance and punctuality.	Working with Parents to Support Children's Learning – Guidance Report.  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</a>	3,5,6
Supporting pupils' social, emotional and behavioural needs through appointment of Family Liaison Worker who will work with pupils to	DfE is encouraging schools and colleges to identify a senior mental health lead who will have strategic oversight of their setting's whole school or	3,4,5,6



access support from the Well-Being Team.	college approach to mental health and wellbeing.  Promoting and supporting mental health and wellbeing in schools and colleges, DFE, 2022	
To provide reserved places for Pupil Premium children on after school clubs through The Redeemer sports & Societies Clubs.	There is a positive impact of physical activity on academic attainment and there is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.  Physical Activity, EEF	4,5,6
To provide an introduction to keyboard lessons to Pupil Premium children in Year 1 & 2	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.  Arts Participation, EEF	4,6
Subsidised Breakfast Club	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance –  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a>	5,6
To work closely with parents to further improve the school – home relationship. To provide parents/carers with additional teaching & learning support.	Levels of parental engagement are consistently associated with improved academic outcomes.  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</a>	1,5,6



## Part B: Review of the previous academic year 2023-24

### Outcomes for disadvantaged pupils

- 1. Curriculum Specialists and Subject Leader time allocated to provide support and team teach. Support for staff who have been deployed to new to year groups for all areas of the curriculum.**

A well-planned CPD (Continuing Professional Development) calendar has been in place for both teaching and whole staff sessions. These sessions have focused on enhancing teaching practices using WalkThrus and subject-specific CPD. This approach has improved pedagogy across the school and provided staff with the know how and resources to support SEND pupils, ensuring more effective and inclusive teaching strategies.

- 2. Professional development on evidence-based approaches**

The Senior Leadership Team and Curriculum Team collaboratively plan all CPD sessions to ensure consistent messaging and approaches to teaching and learning. In planning our CPD, we have effectively utilised the EEF Implementation Guide, support from the Local Authority, the School Advisory Group, Cluster Support Networks, and WalkThrus.

- 3. To ensure all classroom-based staff are trained in the teaching of phonics.**

Our Phonics Lead has used monitoring and training sessions to ensure a consistent approach to the teaching of Phonics across the school. This consistency has had a positive impact, resulting in improved outcomes in the Year 1 Phonics Screening, as well as progress for pupils in Year 2 and Year 3 who did not initially pass the screening.

- 4. Appointment of an intervention lead to deliver targeted intervention to pupils across school.**

School-Led Tutoring continues to take place, helping to close the attainment gap. Children identified as working below age-related expectations are offered additional support sessions. These sessions are scheduled each half term based on information gathered from formative and summative assessments. The Assessment Lead and School-Led Tutor meet regularly to discuss progress and plan future sessions. Accessed by 35% of Pupil Premium Children in 2023 – 2024.

- 5. Morning groups sessions for those working towards the expected standard to pre-teach key skills in Maths and Reading**

In 2023-2024, we identified groups of pupils in need of catch-up support in Maths and Reading. These additional 30-minute sessions took place between 8:30 and 9:00,





supporting the attainment of disadvantaged pupils while also providing them with a better start to the day. Accessed by 25% of Pupil Premium Children in 2023 – 2024.

**6. To provide further CPD to Teaching Assistants so they have the skills and knowledge to effectively support teachers in reducing the learning gap.**

CPD sessions have been provided by the English Team, Phonics Lead, and Maths Lead to support Teaching Assistants with classroom practice, catch-up sessions, and pupil support. Teaching Assistants attend two 45-minute CPD sessions each half term, focusing on developing their pedagogy and ensuring consistency across the school.

**7. Attendance Interventions Team to continue working with our vulnerable/disadvantaged families to help improve attendance and punctuality.**

The Attendance Team monitors the attendance of all pupils and key groups. They utilize MIS systems, FFT data, and the DfE website to effectively track absences and late arrivals, identifying any patterns related to attendance. The team implements various whole-school strategies, including Attendance Hero, Class Attendance Awards, and postcards home to encourage improved attendance. For individual cases requiring additional support, they provide tailored assistance to pupils.

**8. Supporting pupils' social, emotional and behavioural needs through appointment of Family Liaison Worker who will work with pupils to access support from the Well-Being Team.**

Social, Emotional and Mental Health (SEMH) support is provided to pupils who require assistance in this area by our Pastoral Team. Our comprehensive support includes an array of interventions such as Family Support, Nurture Time, Emotional Literacy Support Assistant (ELSA) sessions, Mental Health Support, and Well-Being Warriors. In 2023 – 2024 25% of pupils accessed the SEMH Support available.

**9. To provide reserved places for Pupil Premium children on after school clubs through The Redeemer sports & Societies Clubs.**

The Redeemer Sports & Societies, along with extracurricular clubs, ensure that all our pupils are provided with high-quality experiences. Attendance for after-school activities is monitored throughout the year to ensure that every child has access to at least one extracurricular experience annually. Pupil Premium children are given priority access when signing up for clubs. In 2023 – 2024 100% of Pupil Premium Children attended at least one Sport, Society or club.

**10. To provide an introduction to keyboard lessons to Pupil Premium children in Year 1 & 2**



In 2023-2024, 100% of pupils in Year 1 and Year 2 participated in keyboard tuition. Pupils expressed their excitement for these sessions and showcased their new skills at performances attended by parents and families

### **11. Subsidised Breakfast Club**

Our free Breakfast Club has received a very positive response from Pupil Premium children, with 75% of pupils attending one or more sessions each week. Analysis of pupil behaviour indicates that PPG children have appeared much more settled following these sessions.

### **12. To work closely with parents to further improve the school – home relationship. To provide parents/carers with additional teaching & learning support.**

Following COVID-19 and the subsequent years, rebuilding and strengthening relationships with parents/carers became a whole-school priority. In parental questionnaires, we have observed significant improvements: 92% of parents/carers indicated that communication from the school is clear, 100% expressed that they know how to access school support for their child if needed, and 100% stated that they believe their child is happy and succeeding in school