



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	The Redeemer CE Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	52 – 13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – Reviewed 2022/2023 – Ongoing RAG Rating 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	April/October 2022
Statement authorised by	Luke Devine
Pupil premium lead	Luke Devine
Governor / Trustee lead	Charlotte Carter/Amy Teague

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86 905 predicted
Recovery premium funding allocation this academic year	£7105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£94010

Part A: Pupil premium strategy plan

Statement of intent

At The Redeemer CE Primary School all members of staff and governors accept responsibility for all pupils, recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. 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.

A high percentage of our pupils in receipt of pupil premium have identified special educational needs 22 children out of 47 (47%) and 19 children (40%) have been under the care of the Local Authority, under an SGO or are now adopted from care. 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 through Third Space and through using our current staff in school to deliver targeted interventions. 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 SLT and therefore is allocated time to ensure high aspiration and high quality provision for all pupils in receipt of pupil premium.

To ensure the well-being needs of all pupils in receipt of pupil premium funding are met ensuring they are on track to make or exceed expected progress and attainment.

At The Redeemer, we know children must be ready to learn by ensuring their personal, social, emotional and development needs are met. This has been particularly evident for children returning to school after the pandemic and the on-going disruptions of isolation. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. 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 (18 of 47 – 38%) access this support.

The Pupil Premium Lead is also training to be a DSL 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 Outcomes	There are identified group of pupils in receipt of PP who could make further progress—ensuring targeted, group and individual interventions are in place.
2 Resources	Practical resources to support the teaching of Early Reading including phonic resources (ESL), Speech, Language and Communication (IDL, CEM) and practical maths equipment.
3 Pastoral	Pupils emotional well-being, social and behavioural needs affecting pupils being in a position to be able to make progress and their readiness to learn. Increasing numbers of previously looked after children. Provide opportunities for children to grow and develop through extended schools – children’s university and extra-curriculum provision.
4 SEND	Some pupils who qualify for Pupil Premium funding have specific SEND needs and an increasing number of children require intervention and SEND Support.

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
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 by ensuring high quality teaching is effectively in place, alongside targeted interventions.	The outcomes of pupils in receipt of pupil premium in reading, writing and maths is in line with their peers.
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.
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

Budgeted cost: £7443

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	See EEF Toolkit : High Quality Teaching 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	1 2 4
NCTEM KS1 Mastering Number Programme across Key Stage 1 and beyond Introduction of Mental Maths Policy across school Parental workshops to support with maths at home.	Mastering Number: Introduction to the programme from Debbie Morgan - YouTube See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Ultimate Checklist of Mental Maths Strategies For KS1 and KS2 (thirdspacelearning.com) https://www.nuffieldfoundation.org/project/empowering-parents-to-support-their-childrens-maths-understanding	1 4
'Learning By Questions' resource to from Year 2 to Year 6 to support the effective delivery of high quality whole class shared reading sessions and feedback to improve learning. Purchase additional tablets/ipads to support access.	Learning by Question is endorsed by EEF research https://www.lbq.org/Evidence	1 2 4
External review of current provision alongside the guidance: 'Special Educational	Commission external review of SEND Led by Kate Taylor - LASI - Lynsey Austen School Improvement See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020,	4

Needs in Mainstream,' EEF	Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £63 703

Activity	Evidence that supports this approach	Challenge numbers addressed	RAG
National Tutoring Programme for identified pupils from Year 5	National Tutoring Programme EEF (educationendowmentfoundation.org.uk) Research has shown that pupils learning has been affected by school closures (EEF, 2021), which is supported by a larger body of evidence suggesting that the attainment gap tends to grow over periods such as summer holidays when schools are shut.	1 4	
Nuffield Early Language – Training for all staff in EYFS, teaching assistant who will deliver the intervention and Class Teacher. Teaching Assistant to deliver the intervention 3 times per week	Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk) The Nuffield Early Language Intervention (NELI) is designed to improve listening, narrative and vocabulary skills.	1 3 4	
ELS Phonics to support children who did not achieve at the expected level in the Year1 Phonics Check.	EEF Blog: Phonics - mastering the basics of reading EEF (educationendowmentfoundation.org.uk) Learning to read is one of the most formative phases of a child’s school experience and it lays the foundations for so much more. Those who do not master reading at school go on to struggle with essential tasks of life, so children mastering the art of reading during their school years is vital.	4	

<p>Effective deployment of staff, Teaching Assistant and HLTA to support key children and year groups. Delivery of identified and targeted interventions from Y1-Y6 outside and as part of the school day.</p>	<p>EEF research guidance: Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>‘If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching.’</p>	<p>1 3 4</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: £22 864

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG
<p>Specialist ELSA to provide well-being and therapeutic sessions for vulnerable children and families- key support needed to ensure readiness to learn.</p> <p>Direct support for teachers from the ELSA and well-being team.</p> <p>Provide opportunities for children to grow and develop through extended schools – children’s university and extra-curriculum provision.</p>	<p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>‘It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates’</p> <p>‘...few teachers receive support on how they can develop these skills in their everyday teaching practice.’</p> <p>Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)</p>	<p>3 4</p>	
<p>Early help lead allocated to support families - Pastoral support from DSL and well-being team across school.</p> <p>Support and reviews with vulnerable families- allowing them to access key services</p> <p>Bespoke and intensive support for the families and identified children.</p>	<p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.</p>	<p>3 4</p>	

Increased links and engagement with Early help team, SEND team and Health Professionals			
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Total budgeted cost: £94 010

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 2021 to 2022 academic year.

Overall Impact update:

2021 – 2022 Review		
Activity	Challenge Numbers Addressed	Review
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.	1,2,4	<ul style="list-style-type: none"> Teachers and support staff have been provided with CPD to ensure that teaching approaches help ensure long term retention of knowledge and fluency in key skills. Subject leaders have developed Medium Term Plans which ensure class teachers are aware of what children need to know within that year group but also the prior knowledge that children bring to lessons. Staff CPD has focused on different techniques to recap on prior knowledge and ways of building upon this understanding. All Class Teachers have formed a curriculum overview which identifies how the teaching of that specific subject area will be enhanced through school trips, visitors, resources etc.
<p>NCTEM KS1 Mastering Number Programme across Key Stage 1 and beyond</p> <p>Introduction of Mental Maths Policy across school</p> <p>Parental workshops to support with maths at home.</p>	1,4	<ul style="list-style-type: none"> CPD sessions provided to Teachers linked to Mental Maths Policy. Weekly CPD sessions with support staff to ensure consistency in the teaching of maths and effective use of Mental Maths Policy.

		<ul style="list-style-type: none"> In the Summer Term we signed up to the Abacus Maths Hub. Through this training we will receive 6 visits by a lead member of The Abacus Maths Hub in Autumn 2022 – as a school with an established scheme, they will come in to look at whether there is a culture of maths, there is a ‘buzz’ around Maths and how we could impact the teaching and learning of Maths.
<p>‘Learning By Questions’ resource to from Year 2 to Year 6 to support e the effective delivery of high quality whole class shared reading sessions and feedback to improve learning. Purchase additional tablets/ipads to support access.</p>	1,2,4	<ul style="list-style-type: none"> All staff have received CPD on effective use of LBQ and how to use this tool to track pupils understanding of a topic in lessons. LBQ used to help support pupils retention of key information across the curriculum in KS2. In Autumn 2022 all classes will be provided with an additional LBQ session on their timetable for tasks linked to whole class shared reading.
<p>National Tutoring Programme for identified pupils from Year 5</p>	1,4	<ul style="list-style-type: none"> Pupils identified have received 1:1 online tutoring from Third Space Learning, through this we have observed pupils’ confidence in Maths grow. Progress reports through Third Space Learning highlight that PP Pupils have on average been judged as 80% secure in 91 Maths Learning objectives that they have received tuition for.

<p>Nuffield Early Language – Training for all staff in EYFS, teaching assistant who will delivers the intervention and Class Teacher.</p> <p>Teaching Assistant to deliver the intervention 3 times per week</p>	1,3,4	<ul style="list-style-type: none"> All Early Years staff have received CPD in Autumn Term for effective use of N.E.L Intervention
<p>ELS Phonics to support children who did not achieve at the expected level in the Year 1 Phonics Check.</p>	4	<ul style="list-style-type: none"> Additional Phonics sessions taking place Staff provided with Essential Letters and Sounds CPD sessions
<p>Effective deployment of staff, Teaching Assistant and HLTA to support key children and year groups. Delivery of identified and targeted interventions from Y1-Y6 outside and as part of the school day.</p>	1,3,4	<ul style="list-style-type: none"> Boosters have been taking place since the start of term for the identified bottom 20% pupils at the start of the day between 8:30 – 9:00
<p>Specialist ELSA to provide well-being and therapeutic sessions for vulnerable children and families- key support needed to ensure readiness to learn.</p>	3,4	<ul style="list-style-type: none"> ELSA Sessions taking place on a daily basis Class Teachers and Support Staff can identify additional pupils for ELSA sessions through the referral forms.
<p>Provide opportunities for children to grow and develop through extended schools – children’s university and extra-curriculum provision.</p>	3,4	<ul style="list-style-type: none"> 195 children took part in 13 extra-curricular clubs in the Spring Term. A range of clubs such as <i>Kurling, Pet Club, Science Club, Coding Club</i> on offer provided by Class Teachers and Support Staff Pupils across both key stages have also been provided with the opportunity to partake in different sporting competitions.
<p>Bespoke and intensive support for the families and identified children.</p>	3,4	<ul style="list-style-type: none"> Mental Health and Emotional Wellbeing Policy implemented. Pupils receive 10-week therapeutic programme through Well Being Warriors to help best develop pupils emotional literacy.

Externally provided programmes

Programme	Provider
Well-Being Warriors	LHT Wellbeing
TT Rockstars	Maths Circle Ltd
Nuffield Early Language Intervention	Nuffield Foundation
IDL	IDL
CEM Assessments	Cambridge CEM
Children's University	https://www.childrensuniversity.co.uk/
BPVS	GL Assessments
Additional EP Time	Blackburn with Darwen EP Team

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Children eligible for the Service Pupil Premium required well-being support and had access to the 'Well-being Warriors' intervention.
What was the impact of that spending on service pupil premium eligible pupils?	Supported the pupils' mental health and emotional wellbeing to develop their emotional literacy after the impact of lockdown.