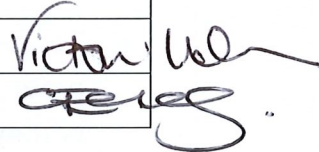



Pupil premium strategy statement

This statement details our school's planned use of pupil premium (and recovery premium for the 2024 to 2025 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	Reed First School
Number of pupils in school	65 (53 exc nursery)
Proportion (%) of pupil premium eligible pupils	4 pupils Year R – Year 4 6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	16 th October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	
Pupil premium lead	Vicky Wittich 
Governor lead	Charlotte Eeles 

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 2960
Recovery premium funding allocation this academic year	£ 500
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	£ 3460

Part A: Pupil premium strategy plan

Statement of intent

At Reed First School, our ultimate objectives for your disadvantaged pupils:

- To ensure all children have equal opportunities
- To support all pupils to succeed in life and develop life skills
- To ensure disadvantaged pupils achieve the same outcomes as their peers
- To ensure all pupils are listened to and supported

Our current pupil premium strategy plan is working towards achieving those objectives through:

- Focused curriculum and high quality teaching
- Weekly Nurture sessions to support mental health and raise attendance
- Use of art and music therapists
- Investment in CPD for leaders to develop the use of metacognition and self-regulation in pupils
- Inclusion in extra-curricular clubs, activities and trips
- One to one and small group targeted support using intervention programmes

The key principles of our strategy plan are:

- To use the grant in a variety of ways to suit the individual needs of each child in order for them achieve to their potential. It focuses our chosen approaches as a priority within our school improvement with a focus on high quality teaching and learning to ensure all pupils have equal opportunities while recognising the disadvantages some pupils face. Our values have been chosen to support all children to develop positive learning behaviours and have a sense of self-worth and high aspirations.

Challenges

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

Challenge number	Detail of challenge
1	Supporting parents to actively engage with their child's learning at home.
2	Supporting pupils' social, emotional and behavioural needs.
3	Ensuring high quality provision within the classroom through deployment of staff.
4	Instilling a love of reading both in and out of school.
5	SEND needs present barriers to learning and so support is needed to ensure quality first teaching uses skilled adaptations to engage and enable full access for all learners.

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
<i>Parents are supported and equipped to take an active role in their child's learning both at school and home.</i>	<p><i>Workshops for parents are attended well and all groups are represented.</i></p> <p><i>All parents and carers actively engage with the use of pupil home / school communication books and use of Google Classroom.</i></p> <p><i>Parents feel supported by the school to work with their child to support learning at home as part of the daily routine with well managed strategies to create an enriching experience for all.</i></p>
<i>Pupils feel ready to learn and feel able to access resources and help if and when they feel dis-regulated.</i>	<p><i>All pupils know where and how to self – regulate with the emotional literacy needed to know when regulation is required.</i></p> <p><i>Pupils who require assisted regulation are identified quickly and support in put in place using their voice, and that of the adults around them at school and home.</i></p> <p><i>Little time in learning is lost to disengagement due to pupils being unable to regulate themselves or through support.</i></p> <p><i>Every learning area creates an environment which every pupil feels calm and ready to learn in where they are able to access every resource they may need.</i></p>
<i>All classes have the additional support needed through careful deployment of staff based on need and expertise.</i>	<i>Staff feel supported within the learning environments.</i>

	<p><i>Staff report that they have received the professional development and support they need to ensure priority pupils are supported. Priority pupils receive the support needed, but this does not take high quality teaching away from any learners in the school.</i></p>
<p><i>All pupils demonstrate a love of reading.</i></p>	<p><i>Pupils read for pleasure.</i></p> <p><i>The school environment demonstrates the high importance given to reading.</i></p> <p><i>All pupils are able to access books of high quality both within school and libraries locally.</i></p> <p><i>Pupils all see themselves as readers.</i></p>
<p><i>All pupils are able to demonstrate the knowledge and understanding they have across the curriculum.</i></p>	<p><i>Support plans for pupils include clear strategies when needed to enable them to access the curriculum fully.</i></p> <p><i>Pupil voice and recorded learning shows equality in accessing the curriculum.</i></p> <p><i>Teachers are able to demonstrate the adaptations they make and the impact they have.</i></p>

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continue to invest in retention of support staff to deliver one to one support structured interventions and to release teachers for quality first sessions.</i></p> <p>Towards 1:1 support for pupils</p>	<p>EEF – Making the best use of teaching assistants - Schools should use a small number of carefully chosen and well-structured interventions.</p> <p>The area of research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one to-one or small group settings.</p>	2, 3, 4, 5

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

Budgeted cost: £ 460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Catch up sessions within chosen synthetic phonics programme.</p> <p>Supplementary resources to ensure high quality teaching in catch up sessions.</p>	<p>EEF - Evidence suggests that the effectiveness of phonics is related to the pupil's stage of reading development, so it is also important that teachers have professional development in effective assessment as well as in the use of particular phonic techniques and materials.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes)</p>	2, 3, 4, 5

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Access to all extra-curricular activities of clubs, trips and workshops through use of our 'Pupil Passports'.</i></p>	<p>Evidence suggests that supporting Arts participations and pupil participation in arts and sports activities has a positive impact on attainment in mathematics and in literacy/English.</p> <p>Understanding the impact of engagement in culture and sport A systematic review of the learning impacts for young people. CASE</p>	<p>1, 2, 4</p>
<p><i>Support children through nurture, one to one sessions, therapy sessions and sensory circuits.</i></p>	<p>Children require consistent, supportive relationships and positive developmental experiences in and out of school to develop the critical skills, attitudes, and behaviours they need to succeed as adults – Wallace Foundation Study 2015</p> <p>EEF – Early Years self-regulation strategies: The development of self-regulation and executive function is consistently linked with successful learning.</p>	<p>2, 5</p>
<p><i>Run regular workshops and events to include all parents in the learning journey their child is on.</i></p> <p><i>Continue to actively engage with parents where support will be of benefit.</i></p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. EEF</p>	<p>1, 4</p>

Total budgeted cost: £ 3460

Part B: Review of outcomes in the previous academic years within the plan.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Children eligible for PPG across make accelerated progress in reading, writing and maths to close the attainment gap. Pupils are able to explain what they now know and what they need to do next to further improve. Learning in books shows evidence of self-learning by correcting mistakes and responding to feedback.

Speech and language skills are developed to enable pupils to express themselves articulately and transfer this into their written work, response to engaging texts and offer clear explanations for their thinking.

Children eligible for PPG make accelerated progress in reading and writing so they meet age related expectations and /or close the attainment gap. Measured by teacher assessments, internal tests and SATs. Formative assessment will show gaps being addressed. Children will make (or exceed) expected progress. Measured by teacher assessments, internal tests and SATs.

Only two pupils in receipt of PP 2023 / 2024. Monitoring from both internal and external visits does not demonstrate differences in standards between PP and non-PP children. This is also reflected in what the children share from their learning. They are also able and enthusiastic to share their progress in assemblies, for example, one PP child choosing to read their book aloud to demonstrate their prosody. Again, progress is in line with non-PP children. Where support is needed, quality first teaching identifies gaps and supports recording learning to ensure there are no barriers to demonstrating knowledge across the curriculum.

Wellcom continues to support early identification of areas to support. The school works closely with SpLD services to seek advice and request additional support when needed.

Children will be able to attend a wider range of rich extra-curricular experiences and the impact of this will be seen in their work and discussions.

All PP children have attended all of the extra-curricular experiences offered. This includes a 2-night residential trip to develop life skills and knowledge. The school is focusing on developing its own Pupil passport using the DfE version as a model starting point. The passport will include experiences and activities for all children to achieve through their time at our school regardless of being in receipt of PP or not. Trips are planned specifically to support learning, such as; a trip to the seaside to support future learning in history and geography.

The use of pupil passports will continue into 2024 / 2025. This will include our life skill activities already in place: Forest School, presentations to an audience, experiencing theatre, meeting

significant people, riding a bike, managing money, learning first aid, attending residential visits and day trips to enhance the curriculum alongside extra-curricular opportunities.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Children eligible for PPG across make accelerated progress in reading, writing and maths to close the attainment gap. Pupils are able to explain what they now know and what they need to do next to further improve. Learning in books shows evidence of self-learning by correcting mistakes and responding to feedback.

Pupil voice and progress meetings demonstrate that there is no gap between PP engagement in responding to feedback compared to non PP pupils. Small class sizes offer advantage to pupils enabling quality first teaching on a ratio well below the national average. Monitoring of teaching demonstrates further work required to ensure teachers have high expectations around progress and make effective use of our feedback policy. CPD for teaching staff has seen greater focus and impact around in the moment feedback which has been disseminated by the headteacher after attending training.

Low teacher:pupil ratios have also enabled us to continue to support children where learning at home is limited. However, this can also see an overreliance on school provision rather than school / home partnership. Workshops around the use of our chosen synthetic phonics scheme saw a positive uptake by parents. They report to have a better understanding around how to support their children at home in early reading.

Children eligible for PPG make accelerated progress in reading and writing so they meet age related expectations and /or close the attainment gap. Measured by teacher assessments, internal tests and SATs. Formative assessment will show gaps being addressed. Children will make (or exceed) expected progress. Measured by teacher assessments, internal tests and SATs.

100% of PP pupils met targets ensuring good progress. All pupils were identified early for any gaps in knowledge and supported. For example; 100% of pupils eligible for PP were assessed as secure in their multiplication fact knowledge. This was achieved through targeted support and intervention. 100% of pupils eligible for PP were assessed as secure in their phonic knowledge at the end of year 1 by careful investment in our synthetic phonics scheme and supporting texts.

Children will be able to attend a wider range of rich extra-curricular experiences and the impact of this will be seen in their work and discussions.

All PP children attended extra-curricular events for example: workshops, pantomime. No pupils did not attend any extra-curricular events due to financial constraints.

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

