


# Pupil premium strategy statement

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	Reed First School
Number of pupils in school	46
Proportion (%) of pupil premium eligible pupils	13% (10% Rec +)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 - 2023
Date this statement was published	13.09.2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Vicky Wittich
Governor	Alan Blower / Shelley Ward

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	(EYFS £302) £5380
Recovery premium funding allocation this academic year	£ 580
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 6,091.91
<b>Total budget for this academic year</b>	<b>£ 12,353.91</b>

# 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
- 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 high quality phonics matched reading books
- 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.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Limited understanding of behaviours for learning – independence, respect, resilience, aspiration.
2	Limited speech and language skills which impact on learning.

3	Gaps in prior learning / missed learning
4	Wider enriching experiences in a very small setting
5	Lack of routines at home and regular use of home learning provided
6	Limited parental engagement in attending parental information sessions
7	Low attendance

## 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>PPG pupils are well supported and feel confident and happy. They are increasingly independent but know where to find help if and when they need it. They are resilient in their response to feedback and next steps.</i>	<i>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.</i>
<i>Increased attainment and higher rates of progress for all children eligible for PPG thus closing the attainment gap. Gaps are identified and targeted teaching teach to gaps. 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.</i>	<i>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.</i>
<i>Children will be supported to deal with anxiety, improve concentration, and handle difficult emotions.</i>	<i>Resources to use with all year groups purchased for Personal, Social and Health Education and Mindfulness. Continue to access support worker resources. Children are able to identify and share their worries in order to support their mental health alongside accelerated progress in reading, writing and or maths. Support given by external providers measure a positive impact through monitoring how pupils feel about their progress towards desired outcomes.</i>
<i>Accessibility for all to rich extra-curricular experiences.</i>	<i>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.</i>

## 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: £ 4,238

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continue to improve the quality of teaching to benefit all pupils to see a positive impact on PP children.</i></p> <p>Continuing Professional development around feedback within lessons. CPD for all teachers from HfL 'Effective Feedback for better teaching' £100.00 in conjunction with in house CPD using research from the EEF and Barak Rosenshine.</p>	<p><b>EEF – THE TIERED MODEL</b> 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.</p> <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p> <p><b>A Recovery Curriculum: Loss and Life for our children and schools post pandemic.</b> Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University. Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire.</p> <p>In different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.</p>	1, 3
<p><i>Continue to ensure our curriculum is well planned and sequenced to meet the learning needs of all our pupils through the identification of key skills and knowledge all pupils will have in every curriculum area.</i></p> <p>Support for subject leaders in ensuring high quality teaching in their subjects. HfL CPD Selling your subject - a training and development programme for primary subject leaders. £138.00</p>	<p><b>EEF - PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION</b> Leaders set the stage for good implementation by defining both a vision for, and standards of, desirable implementation practices in their school.</p>	1, 3

<p><i>Continue to invest in retention of support staff to deliver one to one support structured interventions.</i></p> <p>1:1 support for PP pupils (11 hours per week) £4,000</p>	<p><b>EEF – Making the best use of teaching assistants -</b>  Schools should use a small number of carefully chosen and well-structured interventions.  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>	<p>1, 2, 3, 4</p>
--	--	-------------------

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

Budgeted cost: £ 4,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>The Nuffield Early Language Intervention (NELI) used in Early Years.  Wellcomm to be used to support speech and language development.</p>	<p><b>EEF school trials</b> - Children receiving intervention made approximately four months of additional progress in language skills compared to children receiving standard provision. These impacts on language skills were still seen six months after the intervention.</p>	<p>2</p>
<p>Use of HfL maths intervention</p> <p>Use of Systematic Synthetic Phonics Programme to embed progression in phonics cross the school.  £1000</p> <p>Invest in reading material closely linked to phonics programme  £3000</p>	<p><b>EEF – Improving mathematics guidance</b> Selection of the intervention should be guided by effective assessment of pupils' individual strengths and weaknesses. Interventions should include explicit and systematic teaching.</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>	<p>2, 3</p>

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

Budgeted cost: £ 4115.91

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Making use of TRUST Talk to support parents in engaging in learning at home to support learning in school.</i>	<p>EEF – Tiered Model Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with academic outcomes. Schools and early years settings can support parents to engage with their children’s learning in a wide range of ways, for example, by:</p> <p>Providing regular feedback on children’s progress; Offering advice on improving the home learning environment; and Running more intensive programmes for children struggling with reading or behaviour.</p>	5, 6
<i>Support children through nurture, one to one sessions, therapy sessions through NESSiE. £3815.91</i>	<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>	5, 7
<i>Access to all extra-curricular activities of clubs, trips and workshops £300</i>	<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>	5, 7

**Total budgeted cost: £ 12,353.91**

## 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 2020 to 2021 academic year.

*Impact evidenced from use of nurture time and music therapy for expression of feelings and transition in to next class.*

*Impact of investment in reading materials has seen PP reach GDS at KS1 in reading and writing. Pupils who are below age related expectations have made at least expected progress from tracking systems.*

*Experiences such as workshops and theatre groups have enabled all pupils to access a full and rich curriculum.*

### 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>
Maths intervention using a place value diagnostic assessment and teaching programme resource	Herts for Learning
Magic Spells	Herts SpLD

