

## Pupil premium strategy statement 2022-2023

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	Red Lane Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lisa Whittaker
Pupil premium lead	Rhian Driver
Governor / Trustee lead	Margaret Tuckley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£324,090
Recovery premium funding allocation this academic year	£34,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£358,455

## Part A: Pupil premium strategy plan

### Statement of intent

Children at Red Lane Primary (disadvantaged or not) will be in receipt of high quality learning which is carefully planned and sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn.

Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, children will make strong progress in reading, writing and maths as well as the wider curriculum.

We acknowledge the direct link between our Pupil Premium children and those with SEND needs. 57% of children who are pupil premium are also SEND and all teachers work very closely with SEND Coordinator and families to ensure a holistic approach to meeting children's needs.

We want to enhance oral language skills, increase basic literacy and numeracy skills, offer increased reading opportunities via reading books matched to phonics and reading for pleasure, and ensure children have access to targeted high quality adult support through targeted intervention programmes. We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally.

We will provide pastoral support for both pupils and parents, and will work with families to support school attendance so that all children are able to engage with the full learning experience at Red Lane. We will also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Low and delayed speech, language and communication skills</b> Pupils with limited use of spoken language and <b>unclear diction. Limited vocabulary. Poor listening and attention skills.</b>
2	<b>Delayed and poor social and emotional skills</b> Pupils' exhibit limited ability to resolve conflict and behaviour difficulties. Limited self-regulation and poor self-control. Poor resilience.
3	<b>Limited/narrow life experiences</b> Pupils lack understanding, general knowledge and vocabulary due to lack of first hand experiences.
4	<b>Limited and lack of readiness to learn</b> Pupils can be tired, lack organisation, be hungry and are unsure of boundaries. Low attendance and punctuality. Some parents can have low aspirations for their children and a low value of education due to their own negative experiences in education. Some parents are unsure of how best to support their children with learning as education has moved on since they went to school. Low parental engagement.

5	<p><b>English as an Additional Language</b></p> <p>Pupils cannot access the curriculum due to limited spoken English. Pupils can get frustrated which can lead to outbursts in behaviour. Limited pre-existing knowledge at a basic level also limiting access to curriculum.</p>
6	<p><b>Unidentified developmental delays</b></p> <p>Some pupils begin Nursery and school with unidentified developmental delays from outside agencies and some parents' lack of awareness of what to expect when.</p>

## 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
In EYFS, to close the attainment gap for pupil premium pupils achieving a Good Level of Development (GLD) with a focus on Communication and Language, Personal, Social and Emotional Development and Literacy.	Attainment gap closed with in school non-pupil premium pupils and national non-pupil premium pupils.
In KS1, to close the attainment gap for pupil premium pupils passing the Phonics Screening Check.	Attainment gap closed with in school non-pupil premium pupils and national non-pupil premium pupils.
In KS1, to close the attainment gap for pupil premium pupils achieving the expected standard and greater depth in reading, writing and mathematics.	Attainment gap closed with in school non-pupil premium pupils and national non-pupil premium pupils.
In KS2, to close the attainment gap for pupil premium pupils achieving the expected standard and greater depth standard in reading, writing, SPAG and mathematics	Attainment gap closed with in school non-pupil premium pupils and national non-pupil premium pupils.
To close the attendance gap for pupil premium pupils, reducing the proportion classed as persistent absentees.	Attendance gap closed with in school <b>non-pupil premium pupils and national</b> non-pupil premium. Number of persistent absentees reduces.
To close the gap in pupils social and emotional development.	To enable all pupils to be at right time development socially and emotionally.
To ensure all SEND pupils have the correct provision and resources in order to make at least expected progress from their starting points.	All SEND pupils make at least expected progress by the end of the year.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and interventions where needed to support them making progress. All pupils make progress on the Thrive assessments.

## 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: £195,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase teacher to child ratio in Year 6 so that it is 20:1	EEF toolkit indicates that reducing class size +3 months impact on learning	2 & 4
Increase teacher to child ratio in Year 5 so that it is 20:1	EEF toolkit indicates that reducing class size +3 months impact on learning	2 & 4
To provide an extra teacher in years 5 & 6 to support with tuition 2 days a week.		2 & 4
Thrive assessment for all pupils in order to identify relevant objectives for whole class action plan supporting the teaching of PSHCE.	EEF indicates that social and emotional interventions can impact +4 months on pupils learning.	2 & 6
Read, Write Inc training and workshops for staff.	EEF indicates that phonics programmes can impact on pupils learning by +4 months.	1
Read Write Inc development for all EYFS, KS1 and for some Y3 pupils.	EEF indicates that phonics programmes can impact on pupils learning by +4 months.	1
Use of LBQ to motivate and support pupils learning.	EEF indicates that digital technology can impact on pupils learning by +4 months.	1
Professional development for all staff to ensure quality first teaching.  ECM-Schoot	EEF identifies good evidence for improving teaching quality through CPD	1, 2, 3, 4, 5 & 6
Speech and language screen and interventions in place for all pupils using	EEF indicates moderate impact for oral language interventions (+5 months) and high impact for communication and language approaches in the Early Years (+6 months)	1 & 6

NELI and wellComm toolkits.	Pupils provided with immediate access to Speech and Language Therapy.	
All year 3 pupils learn to play a musical instrument by a specialist teacher.	EEF indicates that arts participation impacts on pupils learning by +2 months.	3
Enrichment-Small group activities that enrich pupils' life experiences, interests and motivation.	Pupils can have limited spoken language and vocabulary so enriching activities and opportunities can provide enhance pupil vocabulary.  EEF indicates that arts participation impacts on pupils learning by +2 months. Social and emotional interventions by +4 months and sports participation by +2 months.	2, 3 & 4
Variety of Digital Technology used to enhance learning across the curriculum.  Activities to support home learning  -Spag.com  -Phonics Play  -Spelling Shed  -My Maths  -TT Rockstars	EEF indicates moderate impact for digital technology (+4 months). Technology supports learning within the classroom (LBQ) The purchased software provides opportunities to continue learning at home and to provide further opportunities for parents and carers to become involved in children's learning.	4
To provide motivational workshops and support to reinforce social and emotional learning	Additional experiences can enrich the motivation of pupils learning in their social and emotional development.	2

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

Budgeted cost: £ 95,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing 1:1 and small group support for pupils	EEF indicates moderate impact for social and emotional interventions (+4 months)	2 & 6

identified with specific delayed social and emotional developmental needs.		
Providing reading Interventions for identified pupils throughout school.	EEF indicates that early literacy approaches can impact on pupils learning by +4 months.	1
Behaviour Lead Bolton Behaviour Support Service to support identified pupils, families and school in managing and improving behaviour.	EEF indicates moderate impact for behaviour interventions (+3 months)	2 & 4
Educational Psychologist to support the school in assessing pupils correctly in order to access support services and improve provision for identified pupils	Specialist services to support SEND pupils and their families.	1, 2 & 6
A Speech therapist is employed for 1 day per week to provide specialised targeted support for identified pupils.	EEF indicates moderate impact for oral language interventions (+5 months) and high impact for communication and language approaches in the Early Years (+6 months)  Pupils provided with immediate access to Speech and Language Therapy.	1 & 6
EAL interventions in order to support all identified pupils in learning English spoken language.	Practicing vocabulary and interventions at the right time can extend	5
An attendance officer to increase attendance and punctuality for	School has a higher rate of pupils/families with persistent attendance issues and punctuality issues.	4
A full time SENCo to support all SEND pupils' provision and needs.  Ladywood Outreach	Dedicated SEND service to support pupils/teachers and families.  Specialist services to support SEND pupils and their families.	1, 2, 3, 4, 5 & 6
An additional safeguarding lead that liaises closely with families and targets support were needed.	Specialist services to support individual pupils and their families.	4

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

Budgeted cost: £ 88,600

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Providing social and emotional support and intervention programmes in the Hub for all KS2 pupils.	EEF indicates moderate impact for social and emotional interventions (+4 months)	2 & 6
Creating a Hub-a quiet and safe place that allows pupils to calm down, have interventions and allows for small group interventions. Providing social and emotional support and intervention programmes in the Hub for all KS1 pupils.	EEF indicates moderate impact for social and emotional interventions (+4 months)	2 & 4
Identified pupils move on to play the clarinet by specialist music teacher Y4-Y6.	EEF indicates that arts participation impacts on pupils learning by +2 months.	3
To provide parent workshops to enable parents to know more on how to best support their children with their learning.	Parents are sometimes unsure of how to best support their children with school work and activities. Supporting parents could allow pupils to consolidate learning and practice new skills.	4
To provide breakfast for all pupils in order to increase pupil concentration and learning capacity.	Children require a healthy breakfast to begin the school day effectively.	4
Subsidising of school trips.	Additional experiences can enrich the cultural capital for pupils, extending their vocabulary and enabling increased learning connections and motivation.	3 & 4
Under 3s and Preschool for pupils of families with qualifying benefits.	EEF indicates high impact for an earlier starting age (+6 months)	1, 2, 3, 4, 5 & 6

**Total budgeted cost: £379,265**

## 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.

Teaching		
Aim	Action	Outcome
Reducing class size to improve pupil learning and raise attainment and progress.	Increase teacher to child ratio in Year 6 so that it is 20:1	This has been implemented.  Expected progress across the year: 80% reading 77% writing 83% maths
Reducing class size to improve pupil learning and raise attainment and progress.	Increase teacher to child ratio in Year 5 so that it is 20:1	This has been implemented.  Expected progress across the year: 79% reading 62% writing 88% maths
To improve social and emotional development in every pupil and close the gap.	Thrive assessment for all pupils in order to identify relevant objectives for whole class action plan supporting the teaching of PSHCE.	One-to-one and small group provision continued throughout the Summer term with all identified individuals working with trained practitioners to undertake Thrive interventions. Pupils in the developing phase are working with classroom TAs to complete planned interventions, following TA meetings with the Thrive practitioners from the Hub and Hive.
To improve pupil learning, attainment and progress in phonics	Read, Write Inc training and workshops for staff.	Following successful development of knowledge and skills, the quality of sessions increased.  End of year 1 results – 80% End of year 2 results – 92% Y2 pupils have passed unless they have significant SEN.



To improve pupil learning, attainment and progress in phonics	Read Write Inc implementation for all EYFS, KS1 and for some Y3 pupils.	End of year 1 results – 80% End of year 2 results – 92% Y2 pupils have passed unless they have significant SEN
To improve pupil learning by using motivating activities	Use of LBQ to motivate and support pupils learning.	LBQ continues to be used effectively as a tool to support the continue rehearsal of knowledge as well as revisiting knowledge from previous years and end points.
To improve quality first teaching in order to improve pupil learning	Professional development for all staff to ensure quality first teaching.	CPD continued throughout the Summer term including Spanish, Maths, Geography and Safety Intervention (MAPA).

Targeted Support		
Aim	Action	Outcome
To improve social and emotional development in every pupil and close the gap.	Providing 1:1 and small group support for pupils identified with specific delayed social and emotional developmental needs.	60 children were supported through the hub provision in the summer term who had been identified with delays and required different types of support. A further 12 pupils in KS1 were supported by the Hive.
To improve pupil learning, attainment and progress in reading.	Providing reading Interventions for identified pupils throughout school.	
To improve pupil behaviour which will impact on improving learning, attainment and progress.	Behaviour Lead Bolton Behaviour Support Service to support identified pupils, families and school in managing and improving behaviour.	There were 12 pupils on Behaviour support caseload. Behaviour support have provided a variety of support for pupils across school. These have included pupils in school, working with teachers and staff in classes. The support service have provided support for parents at home through phone conversations and visits. The staff from the service have also provided support for applications for alternative provision and in terms of reviews in preparation for applications for SEND support.

<p>To improve identified pupil learning, attainment and progress.</p>	<p>Educational Psychologist to support the school in assessing pupils correctly in order to access support services and improve provision for identified pupils</p>	<p>5 pupils to be either observed or assessed by the Educational Psychologist in order to support the submission of 5 statutory assessment applications for EHCP.</p>
<p>To improve identified pupil speech, language and communication skills.</p>	<p>A Speech therapist is employed for 1 day per week to provide specialised targeted support for identified pupils.</p>	<p>36 pupils were on caseload. Some assessments were carried out within the small allocation of time. In the next academic year the service will run on a session basis but school will use the previous caseload to target those requiring sessions.</p>
<p>To improve identified pupil speech, language and communication skills.</p>	<p>Speech and language screen and interventions in place for identified pupils using NELI and wellComm toolkits.</p>	<p>At the end of Reception only 5 pupils were not on track with Wellcomm.  71% of pupils reached age related in communication at the end of Reception.</p>
<p>To ensure all EAL pupils have the correct provision and resources in order to make at least expected progress from their starting points.</p>	<p>EAL interventions in order to support all identified pupils in learning English spoken language.</p>	<p>The EAL list was updated and a senior leader has attended further training in order to support pupils further. EAL will continue to be led by a senior leader in school and will form part of the inclusion team agenda as appropriate.</p>
<p>To improve pupils' attendance and punctuality that in turn will improve learning, attainment and progress.</p>	<p>An attendance officer to increase attendance and punctuality</p>	<p>Attendance has continued to be a challenge throughout the year. Whole school attendance was 92.5% which was above national. Individuals and groups have been targeted for the next year and attendance is a whole school improvement priority. The system of rewards has been updated to motivate pupils based upon their feedback and also to visually raise the profile in school.</p>
<p>To ensure all SEND pupils have the correct provision and resources in order to make at least expected progress from their starting points.</p>	<p>A full time SENCo to support all SEND pupils' provision and needs.</p>	<p>The 2 SENCo's continued in the summer term to ensure all annual reviews were complete, transition took place and that pupils were well supported for the Autumn term. 1 of the SENCo's will continue to work alongside the permanent SENCO next year in order for</p>

		transition and to fine tune all provision.
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Wider Strategies		
Aim	Action	Outcome
To improve social and emotional development in every pupil and close the gap.	Providing social and emotional support and intervention programmes in the Hub for all KS2 pupils.	60 children were supported through the hub provision in the summer term who had been identified with delays and required different types of support.
To improve social and emotional development in every pupil and close the gap.	Creating a Hub-a quiet and safe place that allows pupils to calm down, have interventions and allows for small group interventions. Providing social and emotional support and intervention programmes in the Hub for all KS1 pupils.	12 pupils in KS1 were supported by the Hive this term. A number of pupils who previously accessed the service made the transition back to in class provision.
To improve pupils wider curricular opportunities and talents.	All year 3 pupils learn to play a musical instrument by a specialist teacher.	Year 3 continue to enjoy learning a music instrument by a specialist tutor.
To improve pupils wider curricular opportunities and talents.	Identified pupils move on to play the clarinet by specialist music teacher Y4-Y6.	We have 21 pupils who participate in additional music lessons (either clarinet or recorder), These pupils performed at the end of year presentation awards events.
To improve pupils wider life experiences and cultural capital	Enrichment-Small group activities that enrich pupils' life experiences, interests and motivation.	Enrichment did not take place due to staffing difficulties. This meant it was not providing the high quality enriching learning opportunities that was intended due to the constant changing staff.
To improve pupils learning, attainment and progress.	To provide parent workshops to enable parents to know more on how to best support their children with their learning.	Science parent workshops took place for KS1 and KS2.
To improve pupil concentration so that they can learn.	To provide breakfast for all pupils in order to increase pupil concentration and learning capacity.	All pupils receive a breakfast from school. Pupils' concentration and learning and capacity continues to improve due to this

To improve pupils wider life experiences and cultural capital	Subsidising of school trips.	The feedback from parents, staff and pupils from PGL and London was extremely positive as it was from new parents at the new Reception parents meeting.
To improve pupils learning and development	Under 3s and Preschool for pupils of families with qualifying benefits.	Due to the staffing ratio changes in EYFS we have reduced the number of Under 3s attending in the afternoon to 8.
To improve pupil learning by using motivating activities	<p>Variety of Digital Technology used to enhance learning across the curriculum.</p> <p>Activities to support home learning</p> <ul style="list-style-type: none"> <li>-Spag.com</li> <li>-Phonics Play</li> <li>-Spelling Shed</li> <li>-My Maths</li> <li>-TT Rockstars</li> </ul>	<p>Pupils are able to access resources at home. This has improved engagement. The resources contribute to progress as pupils are set individualised tasks focused to their needs</p> <p>75% of pupils score 20+ in the Y4 multiplication check.</p>

## 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
TT Rock Stars	Maths Circle
LBQ Subscription	LBQ
Read Write Inc online	Oxford
Accelerated Reader	Renaissance