

Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | 416 |
| Proportion (%) of pupil premium eligible pupils | 56% 235 pupils |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-24 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | July 2024 |
| 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 | £341,925 |
| Recovery premium funding allocation this academic year | £34,075 |
| 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 | £376,000 |

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. 33% 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 | Low and delayed speech, language and communication skills Pupils with limited use of spoken language and unclear diction. Limited vocabulary. Poor listening and attention skills. |
| 2 | Delayed and poor social and emotional skills Pupils' exhibit limited ability to resolve conflict and behaviour difficulties. Limited self-regulation and poor self-control. Poor resilience. |
| 3 | Limited/narrow life experiences Pupils lack understanding, general knowledge and vocabulary due to lack of first hand experiences. |
| 4 | Limited and lack of readiness to learn 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. |

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| 5 | <p>English as an Additional Language</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>Unidentified developmental delays</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 non-pupil premium pupils and national 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: £196,365

| 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 2 so that it is 20:1 | EEF toolkit indicates that reducing class size +3 months impact on learning | 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 wellComm toolkits. | 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 |

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| 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: £99,300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Providing 1:1 and small group support for pupils identified with specific delayed social and emotional developmental needs. | EEF indicates moderate impact for social and emotional interventions (+4 months) | 2 & 6 |

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| 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 |
| Purchase of Chatty Toolbox in order to promote required vocabulary that children need to access learning across the curriculum. | 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&5 |
| 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 |

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

Budgeted cost: £89,600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| 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 |
| To provide a bespoke programme for Y4 & Y6 pupils to engage in learner to leader by Bright Leaders. | Additional experiences can enrich the motivation of pupils learning in their social and emotional development. | 2&3 |
| 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: £385,265

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 2022 to 2023 academic year.

| Intended outcome | Evaluation of intended Outcome |
|---|---|
| <p>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.</p> | <p>The school has achieved 60% of children at a Good Level of Development at the end of EYFS. This is a 13% increase compared to last year's 47%.</p> <p>Headline data shows that: C&L - 71% achieved PD - 79% achieved PSED - 74% achieved Lit - 62% achieved Maths - 66% achieved</p> <p>As with previous years, Physical development remains the strongest area across Reception. PSED is much stronger than last year along with C&L. For those not achieving in C&L referrals have been made to SALT, early helps are open or they are pupils with EAL which has delayed their progress. The school has been contacted regularly throughout the year from the Bolton LA Startwell team in order to share good practice. They have directed schools to visit our setting and we are also featured on their website https://www.boltonstartwell.org.uk/</p> |
| <p>In KS1, to close the attainment gap for pupil premium pupils passing the Phonics Screening Check</p> | <p>In Y1 phonics disadvantaged pupil results increased from 72% in 2022 and outperformed Bolton and National pupils with 77% compared to 70% in Bolton and 67% nationally. This is also higher than in school non disadvantaged (75%).</p> |
| <p>In KS1, to close the attainment gap for pupil premium pupils achieving the expected standard and greater depth in reading, writing and mathematics.</p> | <p>At the end of KS1 disadvantaged pupils outperformed Bolton and national at the expected level in RWM combined with 50% compared to 45% in Bolton and 40% nationally</p> <p>At the end of KS1 disadvantaged pupils outperformed national at the expected level in reading with 58% compared to 54% nationally. Results were in line with Bolton (59%).</p> <p>At the end of KS1 disadvantaged pupils performed above Bolton and national at the expected level in writing with 53% vs 50% in Bolton and 45% national</p> <p>At the end of KS1 disadvantaged pupils performed slightly Bolton at the expected level in maths 58% vs 61% in Bolton and above national 56%</p> <p>There is still a school gap between disadvantaged and none disadvantaged,</p> |
| <p>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</p> | <p>End of KS2 data for FSM pupils: Reading 78% Writing 64% Maths 78% SPAG 72% Greater depth: Reading 42% Writing 17% Maths 33% SPAG 31% *awaiting national data</p> |

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| To close the attendance gap for pupil premium pupils, reducing the proportion classed as persistent absentees. | FSM – 92.83% Non-FSM – 95.39% Pupils are rigorously tracked, and contact made. Tiered system of intervention in place. |
| To close the gap in pupils social and emotional development. | The Hub and Hive remain instrumental in supporting pupils' additional needs alongside the class based Thrive provision. A reorganisation of the PSHCE curriculum has taken place to further support pupil learning and development. |
| To ensure all SEND pupils have the correct provision and resources in order to make at least expected progress from their starting points. | All class teachers and TAs are aware of pupil needs and each child has an intervention or work pack to support their learning with regard to their area of need. Close working with external agencies has ensured provision is matched to need and adapted as necessary. The school continue to refer for assessment and diagnosis as swiftly as possible within the constraints of service availability. |
| To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning. | The Hub and Hive remain instrumental in supporting pupils' additional needs alongside the class based Thrive provision. Provision such as soft starts to the day and also parental support through family Thrive ensures pupils receive consistent care and boundaries between home and school. School continues to provide breakfast for pupils in order to address basic physical need before addressing social and emotional need and learning. |

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 |

Service pupil premium funding

| How our service pupil premium allocation was spent last academic year |
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| <p>We use the Service Pupil Premium Grant funding to ensure our service children receive the highest quality of education to enable them to become active, socially responsible citizens of the future. Our intention is that all children, irrespective of their background or the challenges they face make good progress and achieve high attainment across all subject areas. The focus of our strategy is to support service family children to achieve that goal.</p> <p>Children from military backgrounds, often require additional support during particularly challenging times. At Red Lane Primary School it is our aim to ensure they have access to a wide range of resources and interventions to support them in reaching their full potential. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support.</p> |

The school supports 1 pupil with funding. In the last year funding was used heavily subsidise a residential visit to London. In addition, the pupil received 1:1 tuition from a TA to support learning

The impact of that spending on service pupil premium eligible pupils

The pupil accessed the residential trip and made expected progress in all areas of the curriculum.