

Pupil premium strategy statement 2024-2025

This statement details our school's 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	Red Lane Primary School
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	58% 236 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
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	£367,950
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	£341,925

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. We are committed to ensuring that all pupils, regardless of their background, achieve well.

Our primary objectives for using Pupil Premium funding are:

- **Improving Academic Achievement:** To raise the attainment levels of disadvantaged pupils in all areas
- **Enhancing Learning Opportunities:** To provide additional resources, experiences, and support that enrich the learning environment and engage pupils.
- **Supporting Well-being and Attendance:** To address any barriers to learning, including social, emotional, and mental health needs, and to improve attendance rates.
- **Encouraging Parental and Community Involvement:** To foster strong partnerships with families and the local community to support pupil learning and development.

We acknowledge the direct link between our Pupil Premium children and those with SEND needs. 35% 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.

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 Younger pupils enter with limited use of spoken language, vocabulary and unclear diction. Listening and attention skills are underdeveloped.
2	Delayed and poor social and emotional skills Pupils have low self-esteem, resilience, self-regulation and understanding of social norms. This results in difficulty forming positive relationships, managing emotions and resolving conflict.
3	Limited/narrow life experiences Pupils have had few life experiences and exposure to the world outside the immediate local area. This affects their language development and can restrict their understanding of the world, social skills, and curiosity. This lack of exposure can hinder their ability to engage in diverse activities, grasp new concepts, and relate to peers, impacting their overall learning and growth.
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.
5	Exposure to high numbers of Adverse Childhood experiences

	<p>Pupils experience trauma and adverse experiences. These often don't meet the threshold for social care involvement but can result in, emotional distress, high levels of aggression and difficulties with impulse control, difficulties with concentration and difficulties maintaining positive relationships and social interaction and communication.</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 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: £166,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase teacher to child ratio in Reception in Autumn term so that it is 20:1 to support transition and supports unidentified SEND needs	EEF toolkit indicates that reducing class size +3 months impact on learning	1, 2, 4 & 6
Provide 1:1 teacher reading intervention for vulnerable pupils.	EEF – reading comprehension strategies are high impact (on average +6 months).	1
Provide cover for staff to undertake NPQ.	EEF Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.	
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.	EEF identifies good evidence for improving teaching quality through CPD	1, 2, 3, 4, 5 & 6

ECM-Schoot		
Reading plus used to develop reading fluency, vocabulary and comprehension through a personalised programme of development.	EEF indicates moderate impact for digital technology (+4 months).	
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
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: £95,435

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, 5 & 6
Providing reading Interventions for identified pupils throughout school.	EEF indicates that early literacy approaches can impact on pupils learning by +4 months.	1
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
Provision of specialist behaviour worker to deliver intervention.	EEF indicates moderate impact for behaviour interventions (+3 months) Specialist services to support pupils and their families. Pupils receive timely diagnose.	2,4,5,& 6
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
1.5 SENCO to ensure swift identification and provision for SEND pupils	School achieve timely diagnoses and support for pupils. Dedicated SEND service to support pupils/teachers and families.	1, 2, 3, 4, 5 & 6

Ladywood Outreach	Specialist services to support SEND pupils and their families.	1, 2 & 6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £79,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Programme of live music and arts events – Alfa to provide live music and performance experiences	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
Provision of specialist behaviour worker to make assessments and referrals and deliver parent support.	EEF indicates moderate impact for behaviour interventions (+3 months) Specialist services to support pupils and their families. Pupils receive timely diagnose.	2,4,5,& 6
An attendance officer to increase attendance and punctuality	School has a higher rate of pupils/families with persistent attendance issues and punctuality issues.	4

Total budgeted cost: £341,925

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 2023 to 2024 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 63% of children at a Good Level of Development at the end of EYFS for all pupils. This is inline with Bolton figures.</p> <p>54% of disadvantaged pupils reached a Good Level of Development. (Bolton 51%, National 52%)</p> <p>Headline data shows that:</p> <ul style="list-style-type: none"> • C&L - 77% of pupils achieved (disadvantaged – 81%, Bolton 66%, National 69%) • PSED - 77% achieved (disadvantaged – 73%, Bolton 70%, National 73%) • PD - 82% achieved (disadvantaged – 64%, Bolton 74%, National 76%) • Lit - 64% achieved (disadvantaged – 58%, Bolton 53%, National 54%) • Maths - 73% achieved (disadvantaged – 69%, Bolton 59%, National 63%) <p>In all areas except physical development, disadvantaged pupils achieved in line or higher than disadvantaged pupils in Bolton or nationally.</p> <p>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>Year 1:</p> <ul style="list-style-type: none"> • All pupils 76% (Bolton 80%, National 80%) • Disadvantaged pupils 71% (Bolton 71%, National 68%) <p>End of KS1:</p> <ul style="list-style-type: none"> • All pupils 88% (Bolton 89%, National 80%) • Disadvantaged pupils 71% (Bolton 71%)
<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>RWM combined:</p> <ul style="list-style-type: none"> • EXS - All pupils 62% (Bolton 62%, National 61%) • EXS - Disadvantaged pupils 65% (Bolton 52%, National 46%) • Higher standard- All pupils 9% (Bolton 9%, National 8%) • Higher standard - Disadvantaged pupils 8% (Bolton 5%, National 3%) <p>Reading:</p> <ul style="list-style-type: none"> • All pupils 72% (Bolton 73%, National 74%) • Disadvantaged pupils 73% (Bolton 66%, National 63%)

	<ul style="list-style-type: none"> Higher standard - All pupils 41% (Bolton 19%, National 18%) Higher standard - Disadvantaged pupils 8% (Bolton 5%, National 3%) <p>Writing:</p> <ul style="list-style-type: none"> All pupils 66% (Bolton 71%, National 72%) Disadvantaged pupils 68% (Bolton 63%, National 59%) Higher standard - All pupils 10% (Bolton 15%, National tbc) Higher standard - Disadvantaged pupils 11% (Bolton 8%, National 6%) <p>Maths:</p> <ul style="list-style-type: none"> All pupils 81% (Bolton 75%, National 73%) Disadvantaged pupils 76% (Bolton 66%, National 59%) Higher standard - All pupils 24% (Bolton 24%, National 24%) Higher standard - Disadvantaged pupils 16% (Bolton 16%, National 13%)
To close the attendance gap for pupil premium pupils, reducing the proportion classed as persistent absentees.	<p>FSM – 91.64%</p> <p>Non-FSM – 95.03%</p> <p>Systematic procedures for tackling attendance with a tiered system of intervention. This includes personalised plans for all persistent absentees.</p>
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. Specialist workers support families and pupils with intervention as well as assessment of need.
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	Oxford
Reading Plus	Reading solutions
White Rose Maths	White Rose
Wellcomm	GL assessment

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
<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> <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</p>
The impact of that spending on service pupil premium eligible pupils
<p>The pupil accessed the residential trip and made expected progress in all areas of the curriculum.</p>