

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 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	St Mary Redcliffe Primary
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Kevin Fry/Meg Stacey
Pupil premium lead	Meg Stacey/Sarah Birch
Governor / Trustee lead	Alison Hicks

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,660
Recovery premium funding allocation this academic year School Led Tutoring Grant	£16,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	n/a
<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	£177,480

# Part A: Pupil premium strategy plan

## Statement of intent

### ***St Mary Redcliffe C of E Primary context***

St Mary Redcliffe is a larger than average primary school with 420 pupils (Nursery – Year 6) serving an area of significant deprivation - 29% of pupils in receipt of pupil premium funding, 33% have EAL and 23% of our pupils are on the SEND register. The school's deprivation indicator places it within the top 20% of the most deprived schools in the country. Two of the LSOA neighborhoods next to the school - Bedminster East and Redcliffe South - are in the 10% most deprived in England. Overall, the Redcliffe South LSOA is ranked 295 out of 32,844 most deprived neighbourhoods on Income Deprivation Affecting Children Index (IDACI). Attainment for children on entry, particularly in terms of communication and language, PSED and literacy is significantly lower than the national average.

The school experiences regular social mobility where children who join are often from a vulnerable group (e.g., PP, SEN, EAL or combination). The school has a designated member of staff for new arrivals and a new arrivals policy to support children joining the school. The family link worker contacts the previous school to establish any safeguarding or wider issues the school needs to be aware of. The school are proactive in assessing children and targeting intervention where needed.

St. Mary Redcliffe Primary serves a community of significant cultural complexity. There are 32 languages spoken within the school and it has a larger than average Black and Asian Minority Ethnic community (51%). The school's ethos of 'Rooted in Love' ensures the active valuing of diversity creating a welcoming, harmonious school and one where there are no equally valued and respected. We are recognized as a School of Sanctuary. All staff have received Trauma training, and in the most recent SIAMs Inspection (June 2018) the school was rated Good.

### ***Pupil premium strategy objective***

The ultimate objective for the St Mary Redcliffe C of E Pupil premium strategy is to ensure that disadvantaged children acquire the necessary knowledge skills and cultural a capital to succeed in the next phase of their education and in their life in general. This means that the;

- Performance of disadvantaged pupils is in line with their non disadvantaged peers nationally
- Attendance and of disadvantaged pupils is in line with their non disadvantaged peers nationally
- Incidents of negative behaviour of disadvantaged pupils is in line with their non disadvantaged school peers

### ***Key principles of the pupil premium Strategy:***

*St Mary Redcliffe C of E Primary school will;*

- Have a deep understanding of its local context and the effect that socio-economic disadvantage can have on a child's education.
- Hold the highest ambitions and hopes for all pupils including the disadvantaged and those with SEND.
- Inform the strategy by the best and most secure educational research evidence.
- Focus resource and attention on the quality of teaching in all lessons.

- Deliver high quality, on-going professional development and support to teachers and teaching assistant to enable them to have the knowledge and skills necessary to be the best educators they can be.
- Provide effective keep-up and catch-up academic interventions to prevent children falling behind.
- Enable all parents to feel valued co-educators and able to be involved in the life of the school.
- Establish an ethos of 'Rooted in love' which creates a safe environment where all children, including those with social and emotional and mental health needs, feel secure and able to learn.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Lower levels of language and communication, impacting on levels of attainment in reading and writing.</i>
2	<i>Limited experiences of a broad range of social and cultural opportunities due to higher levels of social economic deprivation</i>
3	<i>Lower levels of engagement and self-regulation</i>
4	<i>Increased Social Emotional and Mental health Needs as a result of Adverse Childhood Experiences</i>
5	<i>Some families with historic poor attendance or lateness and persistent absence.</i>
6	<i>Lower levels of parental engagement leading to less engagement in home and remote learning</i>
7	<i>Gaps in learning due to the pandemic</i>

## 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
Children make good progress and the attainment gap between disadvantaged and the non- disadvantaged continues to narrow year on year.	End of KS1 KS2, Y1 and 2 phonics screening check and internal data shows attainment gap between PP & Non- disadvantaged is narrowing.  Outcomes are in line with national average.
Disadvantaged children will access a rich range of curricular and extra-curricular opportunities and experiences during their time at SMR.	Children will be able to talk about opportunities and experiences they have had at school and have the cultural capital necessary to succeed in their next phase of education.
Improve the attendance and punctuality of disadvantaged children	Reduce gap in attendance rates and punctuality between disadvantaged and non- disadvantaged.

	Disadvantaged children reach the national average attendance for all pupils. Persistent absence of any disadvantaged is reduced significantly.
Disadvantaged children show greater engagement and self-regulation.	Disadvantaged pupils demonstrate positive learning behaviours within lessons. Children are ready to learn and have strategies to use when are not regulated.
Raise the aspirations of our disadvantaged children	Disadvantaged children understand the value of education and the pathways beyond primary school that are available to them. They are ambitious for their own future.
The SEMH needs of children are comprehensively met	Children with SEMH needs are increasingly able to access learning within the classroom
EYFS curriculum and environment ensures childrens needs are met early and make good or better progress.	Children will make good or accelerated progress in EYFS.

## 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: £52,671

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistent teaching of phonics and early reading through the additional support of English hub	<p>EEF research shows phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>DfE- The English Hubs network is fundamental to delivering the programme of achieving the intended aim of improving the teaching of early reading for all children across the country to ensure that every child is a reader.</p>	1,7
Zones of regulation	<p>The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.</p> <p>The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.</p>	3,4
Increase feedback within and between lesson	<p>Feedback may have a positive impact through supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve.</p> <p>EEF- Teaching and learning Toolkit</p>	1,3,7
Consistent approach to teaching of English across the school from EY-Yr 6.	<p>EEF Improving outcomes in Literacy for KS1 and KS2</p> <ul style="list-style-type: none"> <li>• Writing can be thought of as a process made up of five components: — planning; — drafting; — revising; — editing; and — publishing.</li> <li>• Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently. •Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils</li> </ul>	1,2,6,7

	how to adapt their writing for different audiences and purposes.	
Consistent approach to teaching of spelling	EEF Improving outcomes in Literacy for KS1 and KS2 • Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques.	1,7
Gain greater impact through the deployment of teaching assistants. - Morning meetings - Afternoon meetings - Effective deployment	Through following the DELTA project and EEF guidance on 'Making the best use out of teaching assistants' we will use TAs to improve quality first teaching, deliver effective interventions and develop children's skills such as independence. "The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year."  EEF -Recommendation: 'Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.'	1,3,7
Provide high quality training for LSAS	EEF –DELTA Project- 'Use TAs to supplement what teachers do, not replace them' The preparedness of LSAs also relates to their ongoing training and professional development. LSAs should be trained so they fully understand the principles of the approach and the techniques required to apply it.  "The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year."	1,4,7
Pre-teaching and keep up to support pupils to access and consolidate learning.	'The one teaching intervention that could most benefit a range of students, including those in disadvantaged groups, is the use of pre-learning and over-learning' – Daniel Sobel – Narrowing the Attainment Gap.	1,3,7
Continue to develop the use of KO to enable pupils to know more and remember more over time.	The process of creating knowledge organisers in a specific subject then leads to a consideration of pedagogical content knowledge, the integration of subject expertise and an understanding of how that subject should be taught (Ball et al., 2008). Powerful knowledge, as defined by Young (Yong, 2013), is specialised rather than general knowledge, and is differentiated from the experiences of students.  Many of our disadvantaged pupils lack experience and context for learning – knowledge organisers develop vocabulary, context and provide pre and over learning opportunities.	1,2,3,7

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

Budgeted cost: £33,016

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

1:1 reading and phonics intervention  (Reading Assistants, Reading volunteers package)  English Hub	Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.  EEF Teaching and learning Toolkit + 5 Months	1,3,7
Nurture Group interventions and Horticulture Therapy	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements seem more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers were committed to the approach appeared to be important. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.  EEF Teaching and Learning Toolkit	1,2,3,4,7
NELI	“The Reception (aged 4–5) Nuffield Early Language Intervention Programme (NELI), has been shown to improve children’s oral language and early literacy skills, including in two robust EEF trials. The EEF funded evaluation found that children receiving NELI made improvements in their oral language equivalent to +4 months additional progress.” – EEF	1,3,7
Maths intervention	“There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils’ specific needs; and that it can be particularly effective for disadvantaged pupils.” EEF. “Evidence indicates that one to one tuition can be effective, providing approximately +5 additional months progress on average.” - EEF	1,3,7

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

Budgeted cost:£91,703

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged children have SEMH support to enable them to access learning.  -Bridge -supervision	Interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. +4 months EEF- Parental engagement +3months	3,4

<p>Pivotal Behaviour Curriculum To develop positive behaviour culture based on positive relationships to enable all children to access learning in school</p>	<p>1. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>EEF Teaching and Learning toolkit The Pivotal approach will be implemented in order to ensure consistency for all children, particularly with SEMH needs. It will support restorative conversations that link to our school ethos and values 'Rooted in love'.</p>	<p>1,3,4,7</p>
<p>Improve attendance for our DA children and support them in readiness to learn with Walking Bus and breakfast club.</p>	<p>"Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes." EEF</p>	<p>2</p>
<p>Nurture provision to support high needs SEMH.</p> <p>Trauma Informed School</p> <p>Support for new arrivals to the school</p>	<p>'On average, social emotional learning (SEL) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment' EEF teaching and Learning Toolkit</p> <p>'Rising numbers of children are presenting with mental health difficulties in schools and current teaching environments are struggling to keep up. Many children have a high ACE score (meaning multiple adverse childhood experiences) known to leave children at risk of mental and physical ill-health later in life and even early death' (The ACE study Felitti and Anda, a study involving over 17,000 people). Children spend 190 days a year at school so we believe that schools are very well placed to pick up the baton and help these children.' Trauma Informed Schools</p>	<p>1,2,3,4,7</p>
<p>'Volunteering in Schools' course for parents.</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. "Both targeted behavioural interventions and universal approaches have positive overall effects (+ 4 months)." – EEF.</p>	<p>5,6</p>
<p>Family Link Worker to support families with regular coffee and chat sessions and support for home-learning</p>	<p>"Parental engagement has a positive impact on average of 4+ months additional progress. – EEF. Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	<p>5,6</p>

	"Both targeted behavioural interventions and universal approaches have positive overall effects (+ 4 months)." – EEF	
Rich curriculum of opportunities and experiences funded for PP children including extra-curricular clubs.	Participation in the arts has an impact of 3+ months – EEF teaching and learning Toolkit	2

**Total budgeted cost: £ 177,480**

## 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.

**Children make good progress and the attainment gap between disadvantaged and the non- disadvantaged continues to narrow year on year.**

- Impact of continued working with English Hub has meant consistent approach to teaching of phonics across the school. Training for all staff has upskilled and increased confidence in teaching phonics and early reading
- Impact of Reading Assistants and phonics teaching seen through phonics screening results with the gap between scores of most to least able across the year group being reduced significantly.

#### PP Reading

Year Group	Term 6 ARE (20-21)	Term 6 ARE	Difference
Year 1		35%	
Year 2	26%	50%	24%
Year 3	43%	54%	11%
Year 4	41%	64%	23%
Year 5	30%	38%	8%
Year 6	30%	32%	2%

#### PP Writing

Year Group	Term 6 ARE (20-21)	Term 6 ARE	Difference
Year 1			
Year 2	21%	44%	23%
Year 3	43%	23%	20%
Year 4	24%	50%	26%
Year 5	30%	31%	1%
Year 6	10%	27%	17%

#### PP Maths

Year Group	Term 6 ARE (20-21)	Term 6 ARE	Difference
Year 1		41%	
Year 2	16%	50%	34%
Year 3	43%	54%	11%
Year 4	47%	86%	39%
Year 5	30%	31%	1%
Year 6	40%	45%	5%

#### Next steps:

- Ensure quality first teaching across the school and effective deployment of LSA to supplement teaching.
- Intervention for catch up e.g., pre-teach and catch up ensures children don't develop gap
- Adaptive teaching to meets needs of children

**Vocabulary of our disadvantaged children is increased to enable them more readily learn across curriculum.**

- Deep dives across the curriculum have shown children are more articulate and able to use and apply subject specific vocabulary. Knowledge organisers have refined key vocabulary and opportunities to learn and revisit through quick quizzing has supported children.
- Pre-teaching has supported DA pupils to understand and access vocabulary prior to lessons.

#### Next steps:

- Embed high quality teaching of vocabulary into English teaching sequences

**Disadvantaged children will access a rich range of curricular and extra-curricular opportunities and experiences during their time at SMR.**

- All DA children accessed trips and visits as part of curriculum for example SS Great Britain, M-Shed, deep dives show these opportunities give children experiences to support their learning. In the November 2021 Ofsted it commented *'Pupils explore many aspects of the wider curriculum. For example, pupils learn to accept differences by learning about significant people and studying diverse texts. Pupils talk confidently about their learning of different faiths and beliefs. They remember an assembly led by the local imam in detail. Pupils are enthusiastic in their recall of their learning of life skills. Pupils explore and extend their strengths and interests through a range of extra-curricular opportunities.'*
- *'Staff encourage pupils' wider development through a range of opportunities and experiences. These include links to a city farm, residential trips and a range of extra-curricular clubs. Pupils say that staff inspire them to try new things.'* Ofsted Report November 2021
- Highest number of DA children attended Yr6 camp in October 2021

**Next steps:**

- Ensure all DA pupils accessing clubs, focus on hard to teach families and new arrivals as target group

**Improve the attendance and punctuality of disadvantaged children**

- Walking bus and breakfast club supported some DA children to attend school. Reduced number of lateness for DA children.
- In total, 10 penalty notices have been submitted to Bristol City Council due to unauthorised holidays and persistent absence (not all DA)
- Some re-booked holidays due to the pandemic.
- Whole school attendance below average 93.5%

**Next steps:**

- CPD for staff around monitoring of attendance and raising profile across the school
- Lead teacher on DA persistent absentees to monitor and support families

**The SEMH needs of children are comprehensively met**

- Support from Bridge for targeted pupils and families has meant children are more able to access learning and in class teaching.
- Supervision for staff working with high-needs children has supported children and ensured consistent approaches. Support for DA families has enabled children to have SEMH needs met, particularly through lock downs where support was virtual.
- Nurture Group of Year 6 pupils enabled children's emotional needs to be met and more prepared for transition to secondary school. Pupil voice from these students demonstrated positive impact nurture group had and supported confidence.

**Next steps:**

- Embedding SEMH intervention and training staff in specific interventions (e.g. therapeutic art sessions.)
- Introduce zones of regulation to support children understand emotions and strategies to support them when not feeling regulated.

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

Measure	Details

How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a