

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	Red Lane Primary School
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	55.85%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
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	£308,005
Recovery premium funding allocation this academic year	£33,205
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	£341,210

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	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.

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: £ 56,000

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
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 implementation 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

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

Budgeted cost: £ 220,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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
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	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
Speech and language screen and interventions in place for identified pupils using NELI and 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
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: £ 80,000

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
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
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
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
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
<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"> -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

Total budgeted cost: £ 356,000

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.

Teaching		
Aim	Action	Outcome
To further improve teaching and learning throughout school.	<p>Extra leader (0.8) to work across the school supporting teachers to embed new strategies implemented last year. To support all less experienced teachers NQT, RQT with their teaching approaches.</p> <p>To coordinate remote learning so that all pupils can access learning in case a bubble closes due to Covid 19. (AD)</p>	NQT and RQT have passed the year. Policies and procedures have been embedded throughout school. All staff have been well supported by SLT in order to ensure that teaching quickly identifies gaps in knowledge and understanding and can be appropriately planned for. Remote learning continues to be a key strength. It is well organised and is effective in ensuring that children are able to access appropriate learning from home that links to learning in school. LBQ and Seesaw are used well to support remote learning. Staff have embraced the systems due to being well supported by the leadership team.
To raise attainment and progress for Year 6 pupils	Extra teacher in place full time for Year 6 pupils. Allowing smaller classes. (LH)	End of year data shows that despite the lockdown and bubble closures the end of year attainment was close to or above that expected: Reading 62.5% (target 66%) Writing 55% (target 64%) SPAG 77% (target 70%) Maths 75% (target 71%) RWM combined – 48% (target 59%)
To raise attainment and progress for Year 5 pupils.	Extra teacher in place full time for Year 5 pupils. Allowing smaller classes. (MY)	Pupil progress data indicates that the majority of pupils have made at least expected progress and a significant proportion have made more than expected progress despite the Spring term lockdown.
To improve first quality teaching and learning using current research	X4 staff meetings working through Tom Sherrington-	SLT are using their training to plan effective provision using

	Rosenshine's principles in action Design Base Academy Teaching and Learning Handbook	Rosenshine Principles. Feedback from the session was 100% [positive
To raise attainment in phonics	RWI online	94% of Y2 pupils passed the phonic screen and 73% of Y1 pupils passed the phonic screen. The Year 1 % is expected to increase in Autumn term when pupils are re-tested in Y2 as part of government directive.

Targeted Support		
Aim	Action	Outcome
To raise attainment and progress for Year 6 pupils	TA2 (HM) booster and extra sessions for identified pupils	Pupil progress data shows that 100% of those receiving intervention made at least expected progress within the summer term.
To provide targeted intervention for the most vulnerable pupils	Speech and Language Therapist employed 1 day per week to provide specialised targeted support.	28 pupils have received targeted support. Staff in school are supported to deliver speech and language intervention in class. Many pupils on caseload have previously not attended a clinic or are at risk of non-attendance and so this provision ensures their needs are met.
To provide additional speaking and listening support and intervention for targeted pupils.	HLTA (SS) to provide speaking and listening intervention for identified pupils across EYFS and KS1.	Pupils are receiving additional targeted support and assessment information shows all pupils have made progress in this area.
To increase attendance and punctuality for identified pupils.	Attendance Officer and Attendance prizes.	Pupil attendance is celebrated and families supported to improve attendance. Despite COVID, the needs of persistent absentees are being addressed. The most vulnerable families have been supported through the Early Help process.

To support identified pupils, families and school in managing and improving	Behaviour Support SLA	Pupils and families have been supported and provision within school adapted to support need. During this period there have been: 11 observations of pupils, 5 in school interventions, 4 parental support packages, 5 reports provided
To improve the social and emotional skills of identified pupils.	To train x2 childhood practitioners in the Thrive approach in order to identify and target identified pupils in order to support the development of the pupils' social and emotional skills.	The two practitioners have reported that the training has been very valuable in enabling them to offer support to identified children. Observations of the two members of staff around school has also indicated that they are using this knowledge to support children through effective communication, as well as recognising the signs where additional intervention might be required and implementing this accordingly.
To support vulnerable pupils in accessing the school day through Hub support.	To employ 1 full time equivalent emotional literacy assistant to deliver support and intervention. (NT)	Reduction in the number of behaviour incidents. Pupils on caseload are well supported and targeted intervention supports them well in managing emotions. Pupils are able to access learning in class with their peers.
To provide breakfast for vulnerable pupils who arrive at school early in order to support them in settling into the day	Refreshments purchased to support pupils in a positive start to the day/ facilitate emotional support systems such as chew and a brew.	Pupils are well settled and start the day with a positive attitude. Behaviour incidents are increased. Pupils who can be reluctant to attend school come in happily and confidently and are then able to access learning in class with their peers.

Wider Strategies		
Aim	Action	Outcome
To develop pupils social, communication, teamwork and resilience	Commando Joe School led programme	Activities and resources support key personal skills such as resilience. These skills have been even more necessary during the pandemic.

Pupils to experience dance tuition in addition to PE curriculum	Identified year groups to take part in weekly dance tuition	Pupils have had access to street dance tuition. Many pupils would not have had this experience outside of school. Pupils have enjoyed the sessions and their confidence in performance has developed.
Identified pupils learning to play a musical instrument	Identified pupils learning to play the clarinet. Specialist teacher Mike McKend (Bolton Music Service)	Pupils would not have access to this provision outside of school. Tuition data shows that also pupils have
All year 3 pupils learning to play the recorder	Mike McKend teaching all Year 3 pupils once a week to play the recorder.	All pupils have made progress. Pupils have developed confidence to perform to others as well as develop musical knowledge.

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