

## Pupil premium strategy statement

This statement details our academy'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	Waddington Redwood Primary Academy
Number of pupils in school	295
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Fiona Kent, headteacher
Pupil premium lead	Fiona Kent, headteacher
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,905
Recovery premium funding allocation this academic year	£7,685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,273
<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	£93,863

## Part A: Pupil premium strategy plan

### Statement of intent

At Waddington Redwood Primary Academy, our intention is that all children make good progress and achieve highly across all subjects. We believe that this should be achieved irrespective of background or the challenges faced by children. Our pupil premium strategy is designed to support disadvantaged pupils to achieve this goal, regardless of ability.

We want our approach to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. To ensure that this is effective we will:

- ensure disadvantaged children are challenged in the work that they are set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for children's outcomes from disadvantaged backgrounds and raise expectations of what they can achieve.

We use an evidence-based and tiered approach to plan our strategy, as outlined by the following documents: Education Endowment Foundation's 'The EEF Guide to the Pupil Premium – Autumn 2021' and the DFE's 'Using pupil premium: guidance for school leaders.'

High quality teaching is the first tier of our approach with a focus on areas where disadvantaged children require the most support. Evidence supports this approach as having the greatest impact not only in closing the attainment gap but also benefiting non-disadvantaged children.

The second tier lies in the use of targeted academic support. Evidence consistently shows the positive impact this has on children who have been disproportionately impacted by the effects of the pandemic.

There are many non-academic challenges to success that children face on a day to day basis and which may negatively impact on academic attainment. Therefore, our third tier focuses on wider school strategies.

Our strategy is also integral to our wider school plans for education recovery, notably the Recovery Premium and the School Led Tutoring Grant for pupils whose education has been worst hit by the pandemic including non-disadvantaged children.

**Commented [MNS1]:** This needs to be included but can come before or after your academy content.

To achieve the Priory Trust's mission of improving life chances of our pupils so that they become true citizens of the world, we support our academies to act to mitigate the impact of disadvantage on educational outcomes.

The Pupil Premium framework will be at the heart of whole academy and Trust-wide effort, and we endeavour to ensure all staff understand the strategy and their role within it. Leaders ensure that they consider technical and practical definitions of disadvantage and determine to respond to need rather than label.

The following structural principles apply to the use of additional funding in all Priory Academies:

- Effective senior leadership and governance;
- Commitment to a range of ongoing diagnostic assessments of learning need so that actions are based on a range of data and meet the specific needs of all students but particularly those at risk of underachievement due to impact of socio-economic disadvantage;
- The Trust Professional Development offer is built on the knowledge that the most effective lever for addressing disadvantage is inclusive quality first teaching and this will benefit all pupils;
- The strategy is integral to the whole-academy plans for education recovery.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Oral Language</b> -Assessment, observation and discussions with children and professionals identify that children often display oral language and vocabulary comprehension gaps and this is more prevalent in disadvantaged children. This is evident throughout the academy and can be more complex with children who are disadvantaged and also have either English as an additional language or additional needs.
2	<b>Phonics and Reading</b> -Assessments, observations and discussions with children identify that disadvantaged children often have greater difficulty with phonic acquisition and reading fluency than their peers. This correlates with their development as confident readers.
3	<b>Maths</b> - Internal and external data for mathematics indicates that in the majority of year groups, attainment of disadvantaged children is below that of non-disadvantaged children. End of key stage statutory assessments indicate similar trends.
4	<b>Well-being/Equity in Opportunity</b> -Our assessments and observations indicate that the education and well-being of many of our disadvantaged children have been impacted by partial school closures. These findings are supported by national studies.

	This has resulted in significant gaps in knowledge and cultural capital leading to disadvantaged children falling further behind
5	<b>Attendance and Punctuality</b> - Attendance and persistent lateness data highlights that attendance and punctuality for disadvantaged children is not in line with whole school data. Improvement in attendance and punctuality would support improved outcomes for disadvantaged pupils.

## 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
Improved oral language skills amongst disadvantaged children	Assessment and observations (quality assurance including book scrutiny, teaching and learning reviews, on-going assessment) indicate significant improvement in disadvantaged pupils' achievement and progress.
Improved reading outcomes for disadvantaged children	Y1 phonics outcomes demonstrate that all children are phonetically confident. Assessment of reading shows that all children read with fluency and understanding. End of Key Stage 2 outcomes in reading are high for all children (at least 80% at EXS with no statistical difference between those who are disadvantaged and those who are not).
Improve mathematical outcomes for disadvantaged children by the end of KS2	KS2 mathematics outcomes for 2024 show that there is an increase to a minimum of 80% of disadvantaged pupils that meet the expected standard with a minimum of 20% meeting greater depth standard.
To achieve and sustain improved well-being for all pupils in our academy particularly our disadvantaged pupils.	Sustained high levels of well-being from 2024 demonstrated by: <ul style="list-style-type: none"> <li>• Pupil voice, parent surveys, teacher observations, pastoral support referrals.</li> <li>• Increased participation in the wider academy offer including enrichment activities particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance up to and including 2024 demonstrated by: <ul style="list-style-type: none"> <li>• Overall attendance rate of 97% or greater for all pupils including those who are disadvantaged.</li> </ul>

	<ul style="list-style-type: none"><li>• Percentage of pupils who are persistently absent is below 3% including those who are disadvantaged.</li></ul>
--	---

## 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: £ 18015

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff engage in the Trust Professional Development Programme	Our Trust professional development, lodged in our Maximising Learning Programme, focuses on Metacognition, SEND, Language for Learning, Assessment and Behaviour. The Trust has reviewed the evidence and produced operational frameworks to enable effective implementation.	1,2,3,4
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,4
Provide high quality professional development for all teaching staff including RQTs.	The quality of teaching is at least good and supports high quality outcomes for all children, including disadvantaged children. <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>	1,2,3,4
Enhancement of our maths teaching and curriculum plan in line with EEF and DFE guidance. Fund release time for teaching staff to work with the NCETM.	Working on evidence based approaches to mathematics in conjunction with the National Centre for the Excellence in Teaching Mathematics <a href="#">Improving mathematics in the Early Years and Key Stage 1</a> <a href="#">Improving mathematics in key stage 2 and 3</a> <a href="#">NCETM</a>	3,4
Purchase standard diagnostic assessments and a tracking system.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instructions. Pupils' progress needs to be tracked regularly and systematically through whole school systems. This supports a cyclical process of	1,2,3

	data gathering and analysis which informs target setting, interventions and revision programmes. <a href="#">EEF Guide to the Pupil Premium Autumn 2021</a>	
--	--	--

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

Budgeted cost: £ 46385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in EYFS and KS1.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,4
Additional fluency and reading sessions targeted at disadvantaged pupils who require further support in KS2.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,4
Additional mathematical sessions targeted at disadvantaged children who require further support.	Targeted mathematics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Toolkit Strand   Education Endowment Foundation   EEF</a>	3,4
Provide Nelly Early Language interventions and speech and language interventions	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1
Engaging with the National Tutoring Programme to provide school led tutoring for pupils whose education has been most	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	2,3

impacted by the pandemic.	Toolkit Strand   Education Endowment Foundation   EEF	
---------------------------	---	--

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

Budgeted cost: £ 29463

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour and strategies to support pupils' mental well-being with a view to adopting a whole-school approach to mental well-being	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	4
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve appointing, training and release time for an attendance officer to develop and implement new procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Inclusion and pastoral team provide specialist support to pupils who need it most, in a timely and responsive approach. The lunch club, pastoral, SEMH intervention, uniform and trips etc	Both target and universal approaches can have positive overall effects. EEF behaviour interventions.	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ £93,863**



## 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.

The 2020 to 2021 academic year was impacted by the COVID-19 pandemic. This naturally had an impact upon the planned use of pupil premium funding as the priority of the academy was to ensure all children in receipt of pupil premium had access to a remote learning experience (through the allocation of technology) and to ensure that all children in receipt of pupil premium received an appropriate school lunch (voucher system). In spring 2021 during the second lockdown, the proportion of disadvantaged children who engaged in remote learning rose by 12%. The proportion of disadvantaged children with special educational needs, engaging in remote learning, rose by 21%.

Internal data from the summer 2021, shows that the performance of disadvantaged children varied across the year groups. Reading saw positive outcomes for disadvantaged children showing that some of the work from our previous strategy was having an impact. Outcomes for mathematics and writing were not as favourable.

Reasons for these outcomes points to the Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, the disruption was most detrimental to our disadvantaged pupils, as they were not able to benefit from our pupil premium funded improvements to teaching and targeted intervention to the level that we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure.

Although attendance in 2020/21 was slightly lower than previous years at 96.29%, it still sits above the national average for a non-disruptive year. Absence amongst disadvantaged pupils was 1.13% more than their peers. Attendance is lower than previous years and therefore a focus for our plan.

Our assessments and observations indicate that pupil behaviour, well-being and mental health were significantly impacted last year. We used pupil premium funding to provided well-being support for all pupils and targeted intervention where required. We are building on this in this plan.

## 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

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have a pastoral support worker who is dedicated to the emotional well-being of service children. We run clubs where children can get together and talk about their unique experiences as well as take part in arts and crafts.
What was the impact of that spending on service pupil premium eligible pupils?	All children were monitored closely during school closures. Pupils benefited from targeted academic support and well-being support was put in place.

## Further information (optional)

### Priory Trust

The Trust takes a collaborative approach to this important work and generates frequent opportunities for leaders to review progress and share impact and learning from their own contexts. Research findings and guidance about impactful approaches to supporting disadvantaged students are shared via the PD team update and the outcomes for disadvantaged students remains high on every teaching and learning agenda. The Trust facilitates an annual peer review process to support academies to review the impact of their Pupil Premium and Recovery strategies.