



Pupil premium strategy statement

The Redeemer Church of England Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024/2025/2026
Statement authorised by	Mr M Power
Pupil premium lead	Mr L Devine
Governor / Trustee lead	Amy Teague, Charlotte Carter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,405
Recovery premium funding allocation this academic year	TBC
Pupil premium (and recovery premium) funding carried forward from previous years	TBC
Total budget for this academic year	£91,405



Part A: Pupil premium strategy plan

Statement of intent

At The Redeemer Church of England Primary School all members of staff and governors accept responsibility for all pupils, we are committed to meeting all of our pupils' pastoral, social and academic needs in a nurturing environment and we aim to ensure that all pupils irrespective of their background, make good progress, achieve their own individual goals and achieve high attainment across all areas of the curriculum. The main aim of our Pupil Premium Strategy is to ensure that we support those disadvantaged pupils within our school community to achieve their goals, that they are given key life experiences and make good progress across the curriculum, including those who are already working at expected standard or above.

As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. The ultimate objectives for our pupils who are in receipt of pupil premium are: To ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this through the National Tutoring Programme, and through using our current staff in school to deliver targeted interventions that identify pupil's areas for development from their termly assessments in Phonics, Reading, Maths and Grammar.

We provide continuous professional development to ensure staff are well trained and are equipped to support pupils appropriately. Our Pupil Premium Lead is a member of the Senior Leadership Team and therefore is allocated time to ensure high aspiration and high quality provision for all pupils in receipt of pupil premium.

At The Redeemer, we know children must be ready to learn by ensuring their personal, social, emotional and development needs are met. In recent years we have seen an increase in pupils' emotional and social needs that impact on learning. Our strategy includes promoting resilience and well-being. We look towards evidence based neuroscience, mindful awareness, positive psychology and mindful practices to affect positive change within the classroom and beyond. The curriculum includes practices developed to help children improve their focus, manage their emotions and face challenges with resilience, kindness and compassion.



We have an experienced well-being team and Emotional Literacy Support Assistant who works in close partnership with the SLT to provide weekly sessions alongside the Well-Being Programme to identified children. Many of our pupils in receipt of pupil premium access this support.

The Pupil Premium Lead is also a Designated safeguard Lead and provides support within the team around early help. The well-being team work collaboratively to assess any identified needs - holistically, delivering coordinated services and reviews progress alongside the family and other professionals.

Challenges

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

Challenge number	Detail of challenge
1 – Attainment	Data obtained from the EYFS Profile indicates that children who benefit from the Pupil Premium Grant (PPG) are performing below the Local Authority National Average. In 2023 50% of PPG children achieved Greater Level Development, which is below the Local Authority Average (51%) and the National Average (52.1%) Both internal and external data show an upward trend as these pupils progress through the school. In 2023 KS1 Assessments 70% of PPG children achieved EXS in Reading, Writing and Maths – compared to the National average of 40% and LA average of 43%.
2 - Teaching & Learning	Observations have revealed that some PPG children can exhibit passive learning tendencies. To address this, tailored teaching and learning strategies have been implemented to actively engage these students and enhance their participation in the learning process.
3 - Pastoral Care	A considerable number of our children necessitate continual mental health and wellbeing support. In July 2023 25% of Pupil Premium Children were accessing regular (Weekly) Pastoral Support.
4 – Enrichment Opportunities	Previous attendance data from Extra-Curricular activities has shown that a notable proportion of PPG children were not engaging in the diverse range of opportunities available to other students.
5 – Attendance	In 2023 school remains below the National (17.7%) and Local (18.9%) Average for Persistent absenteeism (PA) with 5.8%. This must continue to be carefully monitored and analysed to ensure this data does not increase and that support is in place for PA children.
6 –	The Parental Questionnaire in 22/23 highlighted that 9% of parents felt that they weren't regularly made aware of what their child is



Supporting Parents/Carers	learning. This has been addressed and we continue building relationships and maintaining meaningful communication with parents which enables them to support their child's learning at home
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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
Attainment in Reading, Writing and Maths	The outcomes of pupils in receipt of pupil premium in reading, writing and maths is in line with their peers.
Attainment scores in statutory test that meet or exceed the national average for Pupil Premium Children	Achieve at least the national average for pupil premium children in reading, writing and mathematics.
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	Increase the progress of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.
Improved attendance and punctuality for Pupil Premium Children	Ensure attendance of disadvantaged pupils is above 96%
Improve attitudes towards learning and the self-esteem/motivation of our Pupil Premium children	Continue to promote The Redeemer Way and an ethos of excellence and endeavour for all, in a caring and Christian setting. Provide pupils with enrichment activities, opportunities to set goals/aspirations for the future, provide role models and opportunities for these pupils to feel success.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Pupil's well-being needs are met and supported to ensure they are able to access high quality teaching and targeted interventions, where needed, to support them in making progress.



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: £10,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum Specialists and Subject Leader time allocated to monitor, track and continue to develop their curriculum to ensure that it inspires motivates and engages our learners to ensure they reach their maximum potential as well as providing staff with effective professional development.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Effective Professional Development, EEF (2021)	1,2,4
Professional development on evidence-based approaches	Effective Professional Development https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217	1,2,4
To ensure all classroom-based staff are trained in the teaching of phonics.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,4,6

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

Budgeted cost: £34,956

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Appointment of an intervention lead to deliver targeted intervention to pupils across school.	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	1,2,3,4
Morning groups sessions for those working towards the expected standard to pre-teach key skills in Maths and Reading	Small group tuition, EEF.	1,2,5,6
To provide further CPD to Teaching Assistants so they have the skills and knowledge to effectively support teachers in reducing the learning gap.	Schools who provide sufficient training and CPD for TA's have a positive impact on the effective deployment of TA's. Deployment of Teaching Assistants in schools, DFE (2019)	1,2

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

Budgeted cost: £46,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Interventions Team to continue working with our vulnerable/disadvantaged families to help improve attendance and punctuality.	Working with Parents to Support Children's Learning – Guidance Report. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222	3,5,6
Supporting pupils' social, emotional and behavioural needs through appointment of Family Liaison Worker who will work with pupils to	DfE is encouraging schools and colleges to identify a senior mental health lead who will have strategic oversight of their setting's whole school or	3,4,5,6



access support from the Well-Being Team.	college approach to mental health and wellbeing. Promoting and supporting mental health and wellbeing in schools and colleges, DFE, 2022	
To provide reserved places for Pupil Premium children on after school clubs through The Redeemer sports & Societies Clubs.	There is a positive impact of physical activity on academic attainment and there is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. Physical Activity, EEF	4,5,6
To provide an introduction to keyboard lessons to Pupil Premium children in Year 1 & 2	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts Participation, EEF	4,6
Subsidised Breakfast Club	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance – https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	5,6
To work closely with parents to further improve the school – home relationship. To provide parents/carers with additional teaching & learning support.	Levels of parental engagement are consistently associated with improved academic outcomes. https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222	1,5,6



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- 1. Curriculum Specialists and Subject Leader time allocated to provide support and team teach. Support for staff who have been deployed to new to year groups for all areas of the curriculum.**

Staff CPD – The Senior Leadership Team have worked closely with Subject Leaders to plan and prepare Staff CPD Sessions for teachers and staff that is aligned with our curriculum at The Redeemer, and the extent to which this develops teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for pupils. The CPD has also provided teachers with a greater understanding of the curriculum that is taught across school and how the content of these lessons in different curriculum areas links with other years groups, as well as them being able to see how learning is progressive, whilst giving you pupils opportunities to recap what they have learnt in other year groups.

- 2. 'Learning By Questions' resource to from Year 2 to Year 6 to support e the effective delivery of high quality whole class shared reading sessions and feedback to improve learning. Purchase additional tablets/ipads to support access.**

The refurbishment of the ICT suite into a greater teaching space has enabled us to create a timetable that allows pupils from Y2 – Y6 to have an LBQ slot that allows teachers to link this session to current learning in Maths and English, proving pupils with weekly continuous formative assessment and instant feedback.



School times	Monday	Tuesday	Wednesday	Thursday	Friday
8.30		Ready to Begin	3 rd Space Learning	Ready to Begin	Breakfast Club
8:45am - Doors Open					
8:50am - Registration					
9:00am	Y2	Y6	Y6	Y2	
9:25am	C9 TT Rock Stars	C10 TT Rock Stars	Year 2 LBQ	Year 2 LBQ	LBQ Y5
9:55am	Year 1	LBQ Y4	LBQ Y3	LBQ Y6	
Break 10:55am – 11.10am					
11:10am	Year 1	LBQ Y4	LBQ Y3	LBQ Y6	LBQ Y5
Lunchtime 12:15 – 01:05pm					
Class Novel					
1:20pm	Year 4	Year 5	Year 6	Year 2	Year 3
2:15pm Mile a Day					
2:25pm	Year 4	Year 5	Year 6	Year 2	Year 3
3.20 Home Time					
3.20 -4.00pm		Ready to Begin		Ready to Begin	

Data below highlight the number of tasks set in Maths and English and the total number of pupil answers received during those tasks:

Year 2	28 6895	23 6829
Year 3	22 6644	31 9268
Year 4	4 1709	11 2976
Year 5	5 1471	17 8430
Year 6	1 711	17 11385

3. External review of current provision alongside the guidance: 'Special Educational needs in Mainstream'

In December 2022 a safeguarding audit was completed by Schools Safeguarding. During this visit the auditor spent time with the HT, DSL and Senior Leadership Team. They discussed policies, procedures and whole school safeguarding practice. They also met with staff and pupils.



In the report it was identified that The Redeemer has ‘...a strong culture of safeguarding which is well embedded’. That the school provided all staff with extensive safeguarding training so that all staff have a strong understanding, confidence and ability to respond to concerns at the earliest opportunity. There are many areas of strength in school with regard to safeguarding due to the exceptional leadership, management, and DSLs. Small amendments could further enhance the support offered to those at Redeemer Primary School.

To further strengthen safeguarding at The Redeemer one area that was identified was that the ‘...the Senior Leadership Team conduct their own checks on the online blocks and filters, we recommend that DSLs and governors complete online filtering checks regularly to ensure that the blocks and filters are capturing the necessary information and are working effectively. I would encourage keeping a record, to ensure all checks are documented.’

This is completed regularly by SLT and when new information is brought to light about websites which pose a threat to our pupils we conduct online searches to ensure that our filtering checks block access to this page, if in the event (highlighted below) where we are able to gain access we share key details with the network manager at Blackburn with Darwen Network Services

4. National Tutoring Programme for identified pupils from Year 5

In recent assessments the 1 Pupil Premium child identified below who is Working Towards in Maths has received 1:1 Tuition from Third Space Learning:

Pupil Premium	Total 5	Below	WTS	EXS	GDS
Reading				80%	20%
Writing			20%	80%	
Maths			20%	40%	40%

During the Autumn term 9 pupils received online tutoring support helping them to become more secure with 207 learning objective steps during 50 hours of 1:1 teaching. In the Spring term 9 pupils have received tuition to become more secure with 166 learning objectives during 40 hours of 1:1 teaching.

PP Child A – Progress Report:



Sessions: 21 Sep 2022 - 15 Mar 2023

15/21 sessions attended

58 learning objective steps covered



Assessed by pupil's tutor

33% New content learnt
55% Knowledge reinforced
12% Needs more work

Explore strengths and target areas

Engagement: What [redacted] is saying about their sessions

Enjoying the sessions?

25% YES!

How useful are you finding the sessions?

5. ELS Phonics to support children who did not achieve at the expected level in the Year 1 Phonics Check.

- CPD provided to all staff so that they have sufficient expertise in the teaching of phonics.
- Children who are reading below age related expectations in Year 1 and Year 2 receive additional Phonics Sessions as well as 1:1 reading sessions.
- Phonics assessments are used each half term by Class Teachers to identify key phonemes that pupils have not understood and this information is used to inform interventions and support.
- Phonics screening are carried out to assess children's phonics skills learned through Reception and Year 1.

Phonics Assessments in Year 1

A	34	Aw, split digraphs, ew
A	19	Section 2, blending words with 4/5 sounds
B	21	Aw, ea, o-e, 5/6 letter words, 2 syllable words
B	17	4/5/6 letter words, vowel digraphs, split digraphs
B	25	aw, ai, ea, split digraphs, 2 syllable words
B	26	aw, ea, 5/6 letter words, two syllable words
B	36	aw, blossom, jol - said joy
B	27	aw, ea, split digraphs, ew
B	24	aw, b/d, section 2
C		
C	22	b/d, mudding some short vowel sounds with digraphs, ai, ea, aw, ie
C	19	b/d, 4/5 letter words, vowel digraphs
C	33	Aw, split digraphs, 6 sounds
C	36	aw
C	27	aw, ea, o-e, ew, u-e, 2 syllable words
C	18	Section 2 - vowel digraphs, split digraphs, 5/6 letter words, 2 syllable words
C	11	Oh, b/d, skesh, 4 letter words
C	33	or, aw, k = r, split digraph a-e
C	36	ew, ie, aw
C	19	b/d, oh, blendin 4/5 letter words, vowel digraphs
C	19	Ch, qu, y-w, vowel digraphs, split digraphs, 5/6 letter words
C	37	u-e, ew, a-e
C	6	
C	30	aw, split digraphs, ew
C	28	o-e, u-e, a-e, ew, ie, 2 syllable words
C	23	Vowel digraphs, split digraphs, 2 syllable words
C	37	ie, u-e, r in crust focused on er, or, rust
C	26	aw, ea, ai, split digraphs, 2 syllable words
C	4	
C	35	o-e, aw, ew, sk/sh
C	14	Saying E for every e, section 2
C	26	aw, ai, split digraphs, two syllable words
C	25	5/6 letter words, vowel digraphs, split digraphs, 2 syllable words
C	6	Blending - using last 3 letters -reversing
C	37	ew, u-e
C	14	b/d, 4/5 letter words - vowel digraphs, blending - reversing last few sounds
C	32	aw, split digraphs, ew, two syllable words
C	16	uy, vowel digraphs, split digraphs, ch
C	20	b/d, aw, split digraphs, ew
C	32	Split digraphs, 2 syllable words
C	21	b/d, ar, aw, ea, ai, split digraphs
C		
C	18	b/d, k = r, vowel digraphs
C	10	4 letter words, vowel digraphs
C	30	Aw, o-e, ew, u-e, 6 letter words, 2 syllable words
C	36	Aw
C	36	ea, o-e, ew, a-e
C	11	Blending, b/d, swapping some sounds
C	6	
C	23	Split digraphs, 2 syllable words, ew, ie
C	7	b/d, blending - tending to use last few sounds
C	37	o-e, ew, u-e
C	33	aw, ew, ie, blossom = blowsom



Phonics Screening Data Autumn 2022 (2022 – 2023)

		Total	Percentage
0-15	Working Towards	15	26%
16 - 31	On Track	24	41%
32 - 40	Pass Mark	19	33%

Additional Phonics Support

School times	Monday	Tuesday	Wednesday	Thursday	Friday
8:45am - Doors Open					
8:50am – Registration/Morning Activity linked to phonics/handwriting/maths					
9:00am	School worship SLT	Singing Practice	Class worship	School Worship Teach Staff	Celebration Worship (-9.40)
9:30am	Phonics	Phonics	Phonics	Phonics	Spellings English
10:00am- 10.40am	English	English	English	English	English
10:40am – 11.10am Mile a Day and Milk and Fruit					
11:10am-11.50pm	Maths Phonics HFW	Maths Phonics TW	Maths Phonics HFW	Maths Phonics TW	Maths Phonics HFW
11.50- 12.10pm					
Lunchtime 12:15 – 01:05pm					
1.05- 1.30pm Register, PHONICS					
1:30-1.50pm	1:30 – 2:00pm Computing	Phonics	Geography/History	Phonics	Music
1.50- 2pm		Mental Maths		Mental Maths	
2:00pm Break					
2:15pm – 3:20pm	Science Ph 3 phonics	RE Ph 3 phonics	PE Ph 3 phonics	PSHE Ph 3 phonics	Art Ph 3 phonics
2.50 – 3.15					
3.20 Home Time					

6. Effective deployment of staff, Teaching Assistant and HLTA to support key children and year groups. Delivery of identified and targeted interventions from Y1-Y6 outside and as part of the school day.

- Morning Groups take place two times a week for children identified to be working below the age related expectations. These groups focus on providing additional support for Maths & English with target areas identified by Class Teachers.
- One member of staff has been identified to provide additional interventions throughout the school day. These focus on the following areas:

Y1 – Phonics

Y2 – Phonics, Reading, Arithmetic

Y3 – Phonics

Y4 – Multiplication Support



Y6 – Maths & Reading

7. Specialist ELSA to provide well-being and therapeutic sessions for vulnerable children and families- key support needed to ensure readiness to learn.

18% of Pupil Premium Children have been identified to benefit from accessing specialist ELSA support.

8. Early help lead allocated to support families - Pastoral support from DSL and well-being team across school.

Early Help Lead works with the Senior Leadership Team and Class Teachers to identify those pupils/families who require additional support. Some of this support includes; Nurture, Elsa, Family Support, Mental Health Support, Check Ins.