

# Pupil premium strategy statement – Maltby Redwood Academy

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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	23.03%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2025
Statement authorised by	Ruth Berry
Pupil premium lead	Debbie Pearce
Governor / Trustee lead	Liz Buxton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71040
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£71040

# Part A: Pupil premium strategy plan

## Statement of intent

In order to enable our disadvantaged pupils to overcome the identified barriers and make progress in line with their peers, we identify a small number of priorities, set within three tiers of intervention, in order to ensure that they impact on pupil's outcomes.

Through the three tiers of intervention, we address the barriers based on those identified through the work of the Education Endowment Foundation. Within each of these tiers we will identify a small number of priorities which will address our identified barriers to progress:

**High Quality teaching for all** – ensuring every child, including disadvantaged children, have access to consistently high-quality teaching and learning which promotes good progress.

**Targeted academic support** – Providing disadvantaged children with the additional academic support they may need to make the progress which is attained by their peers who do not have the barriers to progress of this cohort.

**Wider strategies** – Enrichment and support which helps disadvantaged pupils overcome the barriers they may face in their wider lives when compared to other children.

- We believe in the value of high-quality teaching, complemented by evidence-based interventions and experiential learning, which is why our actions are led by the impact they have and are adjusted through light touch annual reviews across the three-year course of the plan. This ensures that any actions which are not having the required impact can be ceased or amended.

## Challenges

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

Challenge number	Detail of challenge
1	Weak communication and language skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Historical low attainment in reading at KS2
4	Poor Social and Emotional Mental Health often linked to poor communication and language needs
5	Little access to educational materials in the family home eg. Books, paper, pencils and basic resources
6	Poor social mobility (little or no access to trips, events etc.)
7	Low attainment in core curriculum areas beyond EYFS

## 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's communication and language skills will significantly improve	<p><b>All children in EYFS can:</b></p> <ul style="list-style-type: none"> <li>• Understand words, sentences and conversation</li> <li>• Talk using words and sentences ie use 'expressive language'</li> <li>• Say speech sounds correctly so they can be understood by others</li> <li>• Know how to use their language socially. For example, listening as well as talking, or talking to a teacher differently than to a friend ie 'pragmatic language'.</li> </ul> <p><b>Successful language environment:</b></p> <p><b>Interactions</b></p> <ul style="list-style-type: none"> <li>•Use of name</li> <li>•Child's level</li> <li>•Pacing/pausing/confirming/imitating/extending</li> <li>•Staff modelling language which children are not yet using</li> <li>•Oracy strategies to be developed and modelled by adults</li> </ul> <p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>•Opportunities to engage in structured conversations with adults</li> </ul>

	<ul style="list-style-type: none"> <li>•Attempts made to include all children in small group activities</li> <li>•Interactive book reading facilitated by an adult</li> <li>•Perform to an audience – parents/older students</li> </ul> <p>Children referred to EG (SALT) who then refers further if needed.</p> <p>EG to work with groups of children – talking tables and pictoys.</p> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>•Open space emphasized</li> <li>•Learning areas clearly defined</li> <li>•Literacy and book specific areas</li> <li>•Background noise and transitions managed effectively and consistently</li> <li>•Resources available for free play</li> <li>•Appropriate range of books</li> <li>•Outdoor role play</li> </ul> <p><u>KS1+</u></p> <p>Opportunities to engage in structured conversations with adults be understood by others</p> <p>Know how to use their language socially. For example, listening as well as talking, or talking to a teacher differently than to a friend ie 'pragmatic language'.</p> <p>Oracy strategies to be developed and modelled by adults</p> <p>Implementation of discussion guidelines to scaffold quality talk</p>
<p>Children's early reading will improve, leading to increased fluency in KS2 and increased attainment in reading at the end of KS2</p>	<ul style="list-style-type: none"> <li>• The vast majority of children (including PPG pupils) to be able to blend effectively on entering KS1.</li> <li>• The majority of children (including PPG pupils) to be able to decode effectively by the end of year 1 (Phonics screening pass achieved).</li> <li>• The majority of pupils (including PPG pupils) able to read fluently (90+ words per minute RWI guidance) by the end of year 2.</li> </ul>

	<ul style="list-style-type: none"> <li>• The vast majority of pupils (including PPG pupils) to be able to read fluently and with expression in KS2</li> <li>• The vast majority of pupils (including PPG) to be able to retrieve key information from a given text by the end of each KS2 year group (NFER scaled score 100+)</li> <li>• The vast majority of pupils (including PPG pupils) to be able to recognise inferential information in texts during UKS2.</li> <li>• The vast majority of pupils (including PPG pupils) achieve a scaled score of 100+ in the end of KS assessments.</li> <li>•</li> </ul>
A range of guaranteed experiences are available to all children during their time at Maltby Redwood – these will take place during the school day and be part of the core curriculum offer and also supported by the extra curricular offer and residential programme	All PPG pupils have the opportunity to experience the school curriculum and extra-curricular activities on an equal basis with non-disadvantaged pupils (e.g. trips, residential stays, sporting events etc.)
All children will have access to educational materials and resources in the family home	<ul style="list-style-type: none"> <li>• All children will have access to RWI home study packs on an equal basis</li> </ul> <p>All children will have access to home study packs on an equal basis</p>
All children will have equal access to the School-led tuition program in order to successfully close gaps in knowledge and understanding.	<ul style="list-style-type: none"> <li>• Children will have access to the tuition program based on their individual needs.</li> </ul>
Low attainment in core curriculum areas beyond EYFS	<ul style="list-style-type: none"> <li>• In line with national score % for PSC</li> <li>• Vast majority of pupils in Y4 to achieve score of 20+ on times table check</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: £ 25310.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Therapist to screen all children on entry and bespoke programmes are put in place.</p> <p><b>Rotherham NHS</b> <b>£5000</b></p>	<p><i>'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress' EEF, 2021</i></p> <p>Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception.</p> <p>90% of children enter the early years with skills and knowledge below those typically seen in children of this age. Many have levels of development that are well below typical.</p> <p>In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>Higher than average numbers of children access SALT in EYFS and will either require small group support or 1:1 support from the school speech and language therapist</p>	1,2,4
<p>Read Write inc training (online portal) to enable more staff to deliver phonics interventions</p> <p><b>Read Write Inc</b> £1750 portal access, £1500 staff cover for release time RWI Development Day £995 <b>Total £4245</b></p> <p>Additional staff member to deliver RWI sessions</p>	<p><i>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' EEF, 2021</i></p> <p>All staff delivering phonics to have access to the portal training videos in order to ensure fidelity to the scheme.</p> <p>Management time for RWI leader to coach and mentor staff delivering RWI.</p>	1,2,3,4

<p><b>£11,200</b></p> <p>RWI Training</p> <p><b>£400</b></p>	<p>RWI training for new and existing staff to take place in Autumn 2 followed by a development day in Nov 2022.</p> <p>Half-termly phonics screening checks for Year 1 and Y2 resits – Gap analysis to ensure rapid progress.</p> <p>New RWI groups to start with a focus on fluency and not pushing children too quickly.</p> <p>Children to be sent book bag book at previous level to ensure they can read fluently at home</p> <p>Key questions:</p> <ul style="list-style-type: none"> <li>• Are 100% of staff confident at how to deliver RWI?</li> <li>• Have all areas been provided with necessary resources?</li> <li>• Have 80% of children moved up at least one group each half term?</li> </ul>	
<p>Fresh Start reading intervention for KS2 (Read Write Inc based)</p> <p><b>£965</b></p>	<p>10 week rapid intervention for children with SAS &lt;85 in reading, following YARC assessment.</p> <p>High interest, low reading age materials to be used to facilitate sessions.</p>	<p>3,4</p>
<p>CPD for all staff using programmes to measure small steps of progress</p> <p><b>Additional cover for mentors/mentee time</b></p> <p><b>£3500.00</b></p>	<p><i>‘Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.’ EEF 2021</i></p> <p>JW to provide CPD for staff on sensory needs including passports and sensory circuits to support small steps progress for all children including PPG.</p>	<p>1,2,3,4,</p>

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

Budgeted cost: £ 26285.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring through School-led (up to 1:3)</p>	<p><i>Small group tuition has an average impact of four months’ additional</i></p>	<p>1,2,3,4,</p>

<p>depending on identified needs)</p> <p><b>£11,335</b></p>	<p><i>progress over the course of a year. EEF, 2021</i></p> <p>Evidence suggests that pupils who receive one-to-one or small group tuition can make between 3 to 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.</p> <p>Qualified teachers only have been selected for tuition in year groups identified as having the most significant gaps in knowledge.</p>	
<p>Home learning access for all children</p> <p><b>£1500</b></p>	<p>In the UK, children from lower income families are 50% less likely to do as well at school as their wealthier classmates.</p> <p>Providing the study books for children to use at home relieves some of the burden on parents to provide them and ensures disadvantaged children are able to access the same materials as their peers.</p>	<p>1,2,3,4,5,</p>
<p>Additional reading materials to increase reading for pleasure materials at home.</p> <p><b>£1500</b></p>	<p><i>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</i> EEF, 2021</p>	<p>1,2,3,4,5,</p>
<p>Raise attainment in core subjects by closing the gap between PPG and non-PPG children</p> <p><b>£13,950</b></p>	<ul style="list-style-type: none"> <li>- <i>Daily Triage</i></li> <li>- <i>Numberstacks intervention</i></li> <li>- <i>Delivery of SIT Times tables intervention</i></li> <li>- <i>Time to Talk intervention</i></li> <li>- <i>Jump Ahead intervention</i></li> <li>- <i>Sensory Circuit Programme</i></li> </ul> <p><i>Small group tuition has an average impact of four months' additional progress over the course of a year. EEF, 2021</i></p>	<p>1,2,3,4,</p>



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

Budgeted cost: £ 19445

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Enrichment</b></p> <p>KS2 Residential visits subsidised costs</p> <p><b>(£3800.00)</b></p>	<p>Over 90% of our pupils only time away from home during the year is on school residential.</p> <p>It is essential for their own wellbeing that they experience different settings before writing about it.</p> <p>All residential are linked to curriculum areas that they are studying or provide cultural capital.</p> <p>Y5 go to Robinwood – Team building exercise before moving into year 6 (building independence and resilience before SATs)</p> <p>Y6 to London to visit sights of historical interest and culture.</p>	<p>4,5,6</p>
<p><b>Subsidise costs of educational visits across school to raise cultural capital.</b></p> <p><b>£3000</b></p>	<p><i>All children in school are offered the chance to go on educational visits.</i></p> <p>It is essential for their own wellbeing that they experience different settings before writing about it.</p> <p><i>‘Arts participation approaches can have a positive impact on academic outcomes in other areas of the</i></p>	<p>4,5,6</p> <p>4,5,6</p>

<p>Poetry Workshop Illustrator Workshop <b>£3000</b></p>	<p><i>curriculum...the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. EEF, 2021</i></p> <p>Every child has the right to access the arts.</p>	
<p>THRIVE approach licenced practitioners <b>(£2995.00)</b></p> <p><b>THRIVE apprenticeship to increase capacity and meet needs of children.</b></p> <p><b>£200</b></p>	<p><i>‘Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.’ EEF’ 2021</i></p> <p>2 x licenced THRIVE practitioners, whole school assessment and support package to be purchased for 1 year.</p> <p><i>Mental Health Lead Training x1 staff member.</i></p>	4
<p>MAST (schools specialist mental health services) <b>£2450</b></p>	<p>Support bought in from schools specialist mental health worker to facilitate therapeutic sessions with a member of staff not associated with teaching and learning.</p>	4
<p>Breakfast Club Subsidise cost for PPG children to attend  £2,000</p>	<p>Support vulnerable children and families to transition into school successfully and ensure children have appropriate breakfast provided.</p>	4 6

**Total budgeted cost: £ 71040**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### Children's communication and language skills will significantly improve

In EYFS: 69.6% of pupils achieved GLD for communication – 66% of disadvantaged achieved.

Children who needed SALT referrals were quickly identified and resources made available to staff.

Speech Therapist in school on a weekly basis working with targeted PPG children and supporting staff. Programmes assessed, reviewed and updated at regular intervals.

### Children's early reading will improve, leading to increased fluency in KS2 and increased attainment in reading at the end of KS2

In Early Years, 69.6% of pupils achieved GLD for comprehension and word reading – 100% of disadvantaged

In Year 1, 66% of pupils passed PSC – 62.5% of disadvantaged

In KS1 assessments, 71% of pupils achieved ARE in reading – 37.5% of disadvantaged

In KS2 assessments, 90% of pupils achieved ARE in reading - 84.6% of disadvantaged

### A range of guaranteed experiences are available to all children during their time at Maltby Redwood – these will take place during the school day and be part of the core curriculum offer and also supported by the extra curricular offer and residential programme

Experiences to enrich the children were offered throughout this year. This was in the form of school visits, visitors into school for specific areas of learning (e.g. History workshop) visitors for school wide events (e.g. Literacy Festival), school activities (e.g. colour run) and residential visits for UKS2, of which most of Year 5 and 6 went on.

A range of after school clubs of a rich variety were offered throughout the year from EYFS through to Y6. These included sports activities (led by specialist), choir, drama, dance, film, arts and craft, computing, and puzzles. These will continue into 2024/25 and the offer will be reviewed and enhanced further.

### All children will have access to educational materials and resources in the family home

Children in EYFS provided with a RWI home pack suitable to their RWI group. Parents were provided with supporting information on how to use this and help their child at home. PPG parents were targeted to attend phonics workshops.

Children in KS1 & KS2 were given CGP packs to take home in order to support their learning.

New books were ordered to ensure each child had an increased selection of books to read at their level with PPG children targeted to ensure and encourage choosing books of interest.

RWI links were sent home for PPG children to access additional phonics at their level.

Children will have equal access to the NTP tuition program in order to successfully close gaps in knowledge and understanding attributed to COVID19 lockdown periods

PPG children with identified areas of need in Years 4, year 5 and year 6 were targetted and offered weekly tuition with a qualified tutor.

Low attainment in core curriculum areas beyond EYFS

Decrease in PSC from 2022/23 due to other factors - national data yet to be released

Y4 30% achieved score of 18+, 11% of disadvantaged achieved score of 18+,

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
TT rockstars	
Oxford Owls	
Ed Shed	
Picture News	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*