

Redbourn Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Redbourn Primary School
Number of pupils in school	369 (Years R-6) (18.12.24)
Proportion (%) of pupil premium eligible pupils	15% (56 children at last census) (18.12.24)
Academic years that our current pupil premium strategy plan covers	2023-2024, 2024-2025, 2025-2026
Date this statement was published	30.11.2023
Date reviewed	18.12.2024
Date of next review	18.12.2025
Statement authorised by	FGB Chair, Cara Brazier
Pupil Premium Lead	Tracey Couch
Governor	Sarah Moriarty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024/2025)	£82,880
Recovery Premium Funding (£0 for academic year 2024/25)	£2,066.25
Child Looked after/Post Looked after	£2,570 (1 child)
Post Looked After - Out of County	£656 (1 child)
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£88,172.25

Part A: Pupil premium strategy plan

Statement of intent

In 2024/25 there is a £20,000 reduction in PPG funding allocated to the school compared to the previous year.

Our aim is to use the pupil premium funding to counter disadvantage and diminish the difference in progress and achievement between vulnerable pupils and their peers. This funding helps to remove barriers to learning so that all our pupils reach their full potential and are able to fully engage in our curriculum and school life. The 2023-25 strategy is planned by the Pupil Premium Lead & Headteacher and implemented by the whole school staff with guidance from the PPG Lead, Headteacher and Senior Leadership Team (including SENCO).

Provision will be made through:

1. Teaching and Whole School Strategies

We recognise the key to success for all children is high quality teaching, adapted to suit individual needs. This will be achieved by ensuring teachers are supported to keep improving through a programme of training and through access to high-quality schemes and resources. CPD focusing on behaviour for learning, subject leadership and subject specific training for all staff is key. This will ensure strategies to close achievement gaps between groups and individuals are an integral part of every lesson and are planned for across the curriculum. Monitoring, feedback and support will ensure that there is a clear focus on well-planned and adapted lessons that include and challenge *all* pupils.

2. Targeted academic support

For some pupils, there is a need for additional, specifically focused provision, above and beyond high quality teaching, in order to close a gap in knowledge or understanding, or to support an emotional or mental health need if it is creating a barrier to learning. This provision will take the form of a range of interventions. Interventions can be in a small group or one-to-one, could involve additional teaching time or pre-teaching and will also support additional needs such as phonics, speech and language support and SEND. Teachers will use robust assessment to ensure that support is targeted to individual needs and that progress is closely monitored.

3. Wider strategies

In addition to the strategies above, a range of other strategies will contribute to success at school: improving attendance to ensure pupils are not missing-out on learning; promoting positive behaviour to ensure all pupils are able to learn; supporting the

development of social and emotional skills so pupils feel safe, happy and able to learn; delivering pro-social experiences to build confidence, resilience and emotional agency; providing access to trips and experiences to support learning and develop cultural capital; building parental engagement and support of the school. (Research proves that parents' interactions with school play a key role in the success of their children's education and we strive to develop this area. - EEF 2015)

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment (updated for 2024/25)</p> <p>A significant proportion of pupils are falling behind their peers in reading, writing and maths and therefore a gap is highlighted.</p> <p>For Autumn 2024 data:</p> <p>39 % PP on track for ARE in Reading (38.9% in summer '24)</p> <p>22% Writing (27.8% in summer '24)</p> <p>35% Maths (32.8% in summer '24)</p> <p>Compared to:</p> <p>69% not PP on track for ARE in Reading</p> <p>52% Writing</p> <p>68% Maths</p> <p>Poor language skills, including a limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home (Impact on reading and writing).</p> <p>Additional SEND difficulties.</p>
2	<p>Attendance and punctuality (updated for 2024/25)</p> <p>Absence and persistent absence are higher for PP pupils. Attendance is 84.89% PP compared to 96.56% Not PP. (39.66% persistent absentees compared to 8.26% not PP)</p> <p>Punctuality – late start reduces the time in school and leads to unsettled start to the day. (47.73% PP v 12.97% not PP)</p> <p>(data as of 1.9.24-18.12.24)</p>

3	<p>Behaviour</p> <p>Tracking of behaviour shows that poor behaviour choices are more frequently made by PP pupils than non PP.</p> <p>The majority of adult support and intervention related to behaviour is provided for children in receipt of PP.</p> <p>Tracking shows that some PP pupils have poor SEMH and cannot articulate their needs or self –regulate their emotions.</p>
4	<p>Lack of Cultural Capital</p> <p>Limited experiences. Limited opportunities to visit other places to extend educational outlook.</p> <p>Unable to engage in residential and school trips due to financial constraints. Because of this, pupils are unable to participate fully in the learning, which precedes and follows these activities.</p> <p>Lack of participation in school clubs due to cost.</p> <p>Exacerbated by additional financial challenges caused by rising fuel bills and the increased cost of living.</p>
5	<p>Health and fitness</p> <p>Some PP pupils arrive at school without having eaten breakfast, or arrive eating a non-nutritious food. This can lead to poor concentration, poor behaviour and disengagement from learning.</p> <p>100% of the parents who do not access the school meal ordering system correctly, qualify for FSM. Without support, their children would receive a jacket potato every single day instead of the main hot meal options. This leads to distress and poor behaviour choices. Meanwhile, MSA observations report higher instances of processed foods and a lack of vegetables or fruit in PP pupils who bring a packed lunch.</p> <p>A high proportion of children who are resistant to participating in PE lessons and/or are not as able to complete laps of the Daily Mile track due to poor fitness are in receipt of PP grant.</p> <p>Tracking shows higher absence for illness in PP than not PP.</p>
6	<p>External factors 1: Parental engagement</p> <p>Tracking shows parents of PP pupils are less likely to book parents' evening slots and more likely to miss appointments that are booked.</p> <p>Parents of PP pupils are less likely to have read emails or messages about key school events & trips.</p>

7	External factors 2: Bereavement <p>The death of two pupils at our school, 8 months apart (in 2022) continues to impact on some children's mental health, wellbeing and ability to take on learning in certain areas of the curriculum. Parents and teachers also impacted.</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				
Attainment Whole school KS1 reading attainment to improve in line with National figures by 2024-25 and Herts figures by 2025-2026 Whole school Phonics screening to remain above 80% with an aim of 90% by 2025-26 KS1 writing attainment to improve in line with National figures by 2024-25 and Herts figures by 2025-2026 KS2 reading attainment to stay at least in line with National figures in 2023-24 and equal or surpass Herts figures by 2024-2025 and beyond KS2 writing attainment to improve in line with National figures by 2025-26	<ul style="list-style-type: none"> 84% of pupil premium children were not on track for Age Related Expectations in in reading, writing and Maths September 2023. KS1 ARE Reading: PPG = 16.7% Non PPG= 70.5% KS1 ARE Writing: PPG = 33.3% Non PPG = 77.3% KS2 ARE Reading: PPG = 20.3% Non PPG = 69% KS2 ARE Writing: PPG = 15.6% Non PPG = 60.6% <p>TARGETS:</p> <p>By summer 2024: 33% ARE R&W for PPG students (38.9% R & 27.8% W in summer '24)</p> <p>By summer 2025: 45% ARE R&W for PPG students</p> <p>By summer 2026: 50% ARE R&W for PPG students</p> <p>Where SEND is an additional factor, CAPPS tracking will show at least expected progress in R & W for PPG pupils.</p> <table border="1"> <tr> <td> KS1 W/S reading 2024: 66% ARE+ (82%) 2025: 68% ARE+ 2026: 70% ARE+ </td><td> KS1 W/S writing 2024: 50% ARE+ (61%) 2025: 55% ARE+ 2026: 60% ARE+ </td></tr> <tr> <td> KS2 W/S Reading 2024: 73% ARE+ (83%) 2025: 76% ARE+ 2026: 80% ARE + </td><td> KS2 W/S Writing 2024: 60% ARE+ (40%) 2025: 66% ARE+ 2026: 72% ARE+ </td></tr> </table>	KS1 W/S reading 2024: 66% ARE+ (82%) 2025: 68% ARE+ 2026: 70% ARE+	KS1 W/S writing 2024: 50% ARE+ (61%) 2025: 55% ARE+ 2026: 60% ARE+	KS2 W/S Reading 2024: 73% ARE+ (83%) 2025: 76% ARE+ 2026: 80% ARE +	KS2 W/S Writing 2024: 60% ARE+ (40%) 2025: 66% ARE+ 2026: 72% ARE+
KS1 W/S reading 2024: 66% ARE+ (82%) 2025: 68% ARE+ 2026: 70% ARE+	KS1 W/S writing 2024: 50% ARE+ (61%) 2025: 55% ARE+ 2026: 60% ARE+				
KS2 W/S Reading 2024: 73% ARE+ (83%) 2025: 76% ARE+ 2026: 80% ARE +	KS2 W/S Writing 2024: 60% ARE+ (40%) 2025: 66% ARE+ 2026: 72% ARE+				

<p>Teaching</p> <p>Teaching & learning to be graded Good or better at next Ofsted inspection.</p>	<ul style="list-style-type: none"> • SLT monitoring schedule set up. • Monitoring will scrutinise: fidelity to schemes; adaptations and reasonable adjustments being made; useful feedback being given. • Monitoring will find: an increased focus on accurate and specific vocabulary; clear sequences of learning; accurate assessment being used effectively. • Timeline: 2022-23 new Phonics and English schemes introduced; 23-24 embedding new schemes; 24-25 longer-lasting impact on progress and attainment seen. Further training where necessary throughout.
<p>Attendance</p> <p>Children attend school more regularly</p> <p>Children arrive before 8.55am</p>	<ul style="list-style-type: none"> • Embed and promote updated attendance policy (Policy updated 2023-24 to reflect new statutory guidelines.) • Parental engagement and feedback regarding attendance communications improves/reduction in complaints. Reduction noted and some positive feedback received. • Whole school average attendance above 95% by summer 2024 (94.93%) • Whole school average attendance above 96% by summer 2025 • Whole school average attendance continuing an upward trend for 25-26 academic year. • Attendance to improve from '22-23 average 86% to at least 90% for PPG by Summer 2024 (86.74%) • at least 93% by 2025. • At least 96% by 2026 • Unauthorised attendance for PPG to reduce from 5.1% at Summer 2023 to 4% for PPG by Summer 2024 (4.36%) • 3% by 2025. • 2% by 2026 • Decrease number of times 'late' for PPG – currently average 47.73% compared to 12.97**% non PPG • Work with parents as needed to support them to improve child/ren's attendance. • Rates of attendance demonstrate increasing trend over time. • Liaise regularly with school attendance officer and work with Traveller Support Officer.
<p>Behaviour</p> <p>Behaviour is not a barrier to learning</p> <p>Embed use of Therapeutic Approach (Formerly STEPS)</p>	<ul style="list-style-type: none"> • Update behaviour policy following external review (by Jan 2024) <p>Use of Thinking sheets consistent throughout school by end of Summer 2024</p>

Continue training of staff to use STEPS effectively.	<p>Monitoring to highlight fewer incidents of difficult and dangerous behaviour and therefore reduction in suspensions for high-profile pupils.</p> <p>Monitoring will show staff are aware of the school policies for safeguarding and behaviour and put them into practice.</p> <p>Termly CPD to support the development of positive behaviours for learning in all pupils. To include support staff, not just teachers.</p> <p>Tracking will show pupils can name trusted adults and who they would go to for help.</p>
<p>Increased Cultural Capital</p> <p>Improved access to extra-curricular activities</p>	<ul style="list-style-type: none"> • PP funding used to support PP pupils to access trips and enrichment activities in school. • Tracking will show a higher proportion of PP pupils access and engage in wider learning opportunities. • Pupil voice will show an improved ability to discuss age appropriate knowledge about places/topics/events • PPG lead to liaise with Sports Premium lead to ensure this is promoted within sporting enrichment activities.
<p>Health & Fitness</p> <p>Improved access to extra-curricular activities</p>	<ul style="list-style-type: none"> • Tracking to show an understanding of the importance of diet and exercise and the impact on mental and physical health. • Tracking to show children feel able to ask for food if hungry (new permission doc must be signed by parents first) • Improved access to sports clubs – working with Sports Coach, by 2024/5 have allocated spaces on all afterschool sports clubs available at a reduced rate or free, for pupils in receipt of PPG

Activity in the period covered by the strategy

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (CPD, recruitment and retention)

Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Monster Phonics: a DfE validated Systematic Synthetic Phonics programme to	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of	1,2,3,6

<p>secure stronger phonics teaching for all pupils.</p> <p>Purchase of books and supporting materials and resources.</p>	<p>word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>Ongoing training for Phonics lead and release time for them to train others, including support staff and 1-to-1 support after monitoring by SLT found further training required and/or desired by staff.</p> <p>Ofsted inspection report, 2022: Leaders should put in place a rigorous reading programme and provide suitable training and resources for staff to teach reading confidently and well</p>	
<p>Purchase of ‘Literacy Tree’</p> <p>An English scheme to support Writing, Reading and spelling.</p> <p>Purchase of books and supporting materials and resources.</p>	<p>Recommendations 4-7 of EEF Improving Literacy in KS1 report and 1-6 of EEF Improving Literacy in KS2 document are covered by the content of this scheme.</p> <p>The scheme covers writing from Reception to Year 6, Reading from Year 2 and Spelling from Year 3. [All other reading and spelling is covered by the SSP (Monster Phonics) – see above]</p>	1,2,4,6
<p>Subject Leadership training</p> <p>Subject leaders work with peers from 2 other primaries and 1 secondary to share ideas and best practice.</p> <p>New to subject’ leaders sent on training as and when appropriate.</p>	<p>Ofsted inspection recommendation, 2022: Leaders should ensure new subject leaders receive the training and support they need to introduce teachers to the specifics pupils should learn.</p> <p>SLT follow EEF recommendation to ‘ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice’ (EEF Effective Professional Development Guidance Report) when selecting courses.</p>	1,4,5
<p>Mentoring/ Coaching</p>	<p>Use of former headteacher to advise and support SLT and PL team to prioritise and direct their support and</p>	1

	target monitoring, feedback and CPD where most needed within the school.	
Specialist teaching (2 days a week)	Specialist music & French teacher employed to ensure quality music lessons taught in KS2 and to ensure language learning is of a high quality – following feedback from some staff that these were areas that they were less confident to teach. Potential scope to increase or share expertise and train other staff in future years (24-25/25-26)	1,2,4
SLT support Whole staff training and development: <ul style="list-style-type: none"> • Behaviour management • Formative Assessment • Assessment for Learning • Releasing whole year-group staff together for Pupil Progress meetings with range of SLT present to guide discussion and actions. • Monitoring and quality feedback on specific areas of teaching: vocabulary, sequences of learning & assessment. 	This support specifically required to ensure quality-first teaching. Staffing model allows SLT to be out of class to focus on quality teaching, curriculum development and monitoring of the implementation of new schemes, designed to improve outcomes.	1,2,3,4,5,6,7
SENCO support Specific time supporting teachers to ensure pupils in receipt of PPG are appropriately planned for and adaptations made. Training provided to teachers linked to assessment. CAPPS assessment introduced and training provided. Whole staff behaviour training with behaviour lead.	Use of expertise is stated as one of 7 key ingredients of effective SEN support Progress tracking is another Effective SEN support (Education and Training Foundation) Staff feedback is positive.	1,2,3,4,5,6,7

Targeted academic support (tutoring and one-to-one support structured interventions)

Budgeted cost: **£24,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil conferencing Two experienced part-time teachers working additional hours with targeted children on pupil conferencing. Training for all teaching staff on pupil conferencing	EEF highlights the effectiveness of pupil feedback given at the appropriate time in the appropriate manner. Fergus & Young, 2001 discuss research showing the impact of pupil conferencing on improving pupil outcomes in writing.	1,3
Daily Monster Phonics interventions	Part of the SSP programme dictates that intervention work is completed on the day of the lesson.	1
Targeted teaching: Maths and English sessions delivered by DHT & AHT to Yr 5 & 6. Smaller Groups mean more attention for each child. Specifically focus on areas of development, resulting in progress to close attainment gap.	Small group work recognised by EEF as having a moderate impact for low cost.	1,3
Resourcing & staffing ALPS (Alternative Learning Provision Site) Safe space for children who need time to regulate in the morning, or benefit from time learning outside of a busy classroom environment, either to support learning needs, or behavioural needs. Benefit to these children and the learning of all others who may be disrupted if the pupil remains in own classroom at certain times. Encourage attendance if children feel comfortable with coming in to school.	One-to-one tuition is recognised as expensive but having moderate impact. EEF Targets: 2023-24 – fully establish the ALPS after early teething problems due to shared usage in 2022-23. 24-25: booking and use for specific one-to-one and small group tuition, based on children's needs. 25-26: Meta-cognition & self regulation training for specific staff working 1-to-1.	1,2,3,7

Provision of tailored curriculum in The ALPS, to improve relevance to specific children.		
Support staff extra hours TAs targeting maths and English, addressing gaps in pupils' learning and addressing them during timetabled sessions	Teaching support staff interventions are shown to provide moderate impact by the EEF. As SEMH is often one of the barriers to learning for pupils receiving interventions, pupil voice and parent feedback tells us that working with trusted adults and having quality time with trusted adults is as beneficial to the wellbeing of the children as the actual academic input.	1,2,3,7

Wider strategies (related to attendance, behaviour, wellbeing and confidence)

Budgeted cost: **£21,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Harpenden Plus Partnership Membership of Harpenden Partnership Plus to provide counselling support, art therapy, music therapy, family support work, TAF support and family workshops.	Professional bodies support many children in receipt of PPG to be regulated, calm and in a better position to attempt their learning.	1,2,6,7
Office support Dedicated time to monitor and track attendance and meet regularly with Attendance Champion, headteacher and HCC Link Attendance Officer (AIO).	EEF states that quality parental engagement can lead to an improvement of +4 months across a year for relatively small cost. While this is not a specific parental involvement programme, specific work completed by the Office to support children in receipt of PPG and their parents, fits under several innovations tested, such as: <ul style="list-style-type: none"> • Parent texting 	1,2,4,5,6,7

<p>Target parents of eligible pupils from EYFS to KS2 to apply for PP funding.</p> <p>Support parents with other completion of forms/applications/admissions</p> <p>Inform of events/trips etc that families miss information about due to personal circumstances including literacy levels and poor technology skills.</p>	<ul style="list-style-type: none"> • Tailoring communications to encourage positive dialogue about learning • Regularly reviewing how well the school is working with parents and identifying areas for improvement. 	
<p>Free lunchtime clubs</p> <p>Choir KS2</p> <p>Allowing children to improve singing skills and give back to community by fundraising and performing at local residential homes.</p> <p>Year 3 Recorder lessons in small groups throughout Year 3 and Recorder club for Year 4/5</p> <p>allowing children to continue with music lessons provided as part of curriculum the previous years.</p> <p>Sports coaching by year-group during lunchtimes.</p> <p>Children attend with qualified coach to encourage fitness, develop sportsman ship, improve opportunities for participation and resilience to defeat.</p>	<p>Social Mobility Commission: An Unequal Playing Field refers to the likelihood of children going on to further education if they participate in clubs when at Primary and Secondary School. It references the importance of building social skills and confidence by participating in extra-curricular activities.</p> <p>Cultural Learning Alliance research (2017) points to students from low income families being more likely to vote, get a degree, volunteer and attain better in English and Maths if participating in structured arts activities.</p> <p>Culture and Sport Evidence (CASE) review found that taking part in structured arts activities could increase children's cognitive ability test scores by between 16% and 19%</p> <p>Aim to include further morning clubs and lunch clubs in 2023-24 and 24-25 as staffing allows. Staff skills audit and volunteer questionnaire for Jan '24 to inform this.</p>	<p>1, 2, 3,4,5,7</p>

<p>Trips & extra-curricular events</p> <p>Ensure all PP pupils are encouraged to attend and participate in enrichment activities, wider opportunities, residential visits, educational visits, Bikeability training, Crucial Crew (life skills) and trips.</p> <p>These will extend their personal experience and cultural capital and ensure important safety messages are heard.</p>	<p>Social Mobility Commission: An Unequal Playing Field refers to the likelihood of children going on to further education if they participate in clubs when at Primary and Secondary School. It references the importance of building social skills and confidence by participating in extra-curricular activities.</p> <p>Cultural Learning Alliance research (2017) points to students from low income families being more likely to vote, get a degree, volunteer and attain better in English and Maths if participating in structured arts activities.</p> <p>Culture and Sport Evidence (CASE) review found that taking part in structured arts activities could increase children's cognitive ability test scores by between 16% and 19%</p> <p>Sutton Report: Subject to background, 2015 refers to students performing better at GCSE when participating in school outings, visits to museums and galleries and by reading at home.</p>	<p>1,2,3,4,5,6,7</p>
<p>Maintaining nurture room</p> <p>Support children who have SEMH/behavioural difficulties to be ready for learning through:</p> <p>Resourcing & maintain the room, created 2022.</p> <p>Staffing the room</p>	<p>Our own observations and data show us that using this room and other areas created, is allowing specific students to be more successful with learning.</p> <p>Specific students having this break-out space to use when necessary is also allowing peers to learn in the classroom more effectively with less interruption.</p> <p>Individualised instruction is found to have moderate impact for low cost.</p>	<p>1,2,3,6,7</p>
<p>Membership fee paid to the Redbourn Food bank.</p> <p>(for any PPG family who requests it) Membership grants access to a 'supermarket' where £5 will buy at least £25 worth of food.</p>	<p>Centre for Research on Wider Benefits of Learning refers to countless research linking poor diet to a reduction in cognitive skills, poor growth and difficulty with concentrating. Meanwhile EEF is conducting research in to the benefits of Free School Meals, due for publication 2025.</p>	<p>5</p>

<p>Year 6 SATS breakfast</p> <p>To encourage all children to arrive in school on time during this key week. Emotional support from teachers and TAs (all present). Ensuring all children have eaten something before the tests. Early warning of possible absence.</p>	<p>(See above re: diet and cognition)</p> <p>In-house evidence:</p> <p>Since inaugural SATS breakfast (2 years ago): 6 phone calls home have been made to check attendance due to pupils not arriving for the SATS breakfast – all arrived in time for the papers.</p> <p>1 pupil completed all papers – not expected to do so – by regulating with peers first and having an additional stock of breakfast at hand throughout.</p> <p>Anecdotal comments from parents and children that SATS week 2022 was the ‘best week of school cause of breakfast’ or that their child was ‘so excited to come in and see friends they forgot about the tests.’</p> <p>Feedback from Yr6 teachers and governors overseeing the week that the children seem so calm and relaxed.</p>	<p>1,2,3,5,6</p>
<p>Creation of Breakfast Club</p> <p>Carried from last year and on hold until summer, 2024 minimum: lack of budget last year, recruitment and safe provision of food relating to allergies and hygiene have led to delay. Encourage attendance, promote punctuality, improve breakfast nutrition, enable greater flexibility for low-income working parents, promote new friendships.</p>	<p>Centre for Research on Wider Benefits of Learning refers to countless research linking poor diet to a reduction in cognitive skills, poor growth and difficulty with concentrating.</p> <p>Internal data shows at least 5 children who are regularly dysregulated at school are not eating a nutritious, healthy breakfast before attending.</p> <p>Conversations with several professionals asking if we can offer a breakfast club</p> <p>This is still an aim, so remains on the strategy</p>	<p>1,2,3,5,6</p>

Total budgeted cost: £88,172.25

Part B: Review of outcomes in the previous academic year (2023/2024)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

- PP pupils were financially supported to attend:

Bikeability: Road cycle safety

Crucial Crew: Life skills (fire safety/knife crime/safety around water/effects of drugs.alcohol etc)

Swimming lessons (Yr 4 curriculum)

Educational Visits

Residential trips

Netball Club

Children have been able to access related learning upon return to school.

Following participation in trips. Improved sense of belonging; being part of the

class. Personal experiences and awareness of life beyond Redbourn extended.

Teachers report improved self-esteem and higher levels of engagement for pupils who have been on an educational visit.

Attendance:

General trend of improved attendance and parents communicating more and staying in touch when children are absent. Data shown above in Attendance section.

Several notable term-time holidays taken by families with previously good attendance. FPN's applied for Family 1: all children's attendance is improved compared to this time last year.

Examples:

Family 2: all children's attendance is improved compared to this time last year and no unauthorised attendance.

Family 3: Child's attendance up and unauthorised down compared to this time last year.

Family 4 & 5: child's attendance is lower than last year.

Family 6: both children's attendance is improved compared to this time last year and unauthorised is down.

- Phone calls home resulted in fewer children missing out on discos and non-uniform days, where parents would previously have missed the written communications sent out.
- Invite-only coffee mornings less regularly attended as fewer invited families on role.
- Parents were supported by attending meetings with relevant adults including behaviour lead, SENCO or class teacher.
- Parental involvement increased – began to see a shift in attitude towards attendance by some adults.
- Attendance letters continue to be sent. Reduction in complaints for parents to almost none. Much positive feedback and parents pleased that their feedback has been listened to. In response to further feedback, an email was privately sent at end of July to any pupil with 100%, recognising the achievement.
- Children are asking about school attendance in assembly and approaching the attendance lead in the playground when their class has 100%.
- New attendance regulations communicated to all parents, visible on website and reflected in updated attendance policy.

	Attendance	Authorised absence	Unauthorised absence
1.9.22-28.11.22	94.43%	4.67%	0.9%
1.9.22 – 31.07.23	94.67%	3.95%	1.37%
1.9.23-28.11.23	95.46%	3.35%	1.19%
1.9.23 – 31.07.24	94.93%	3.71%	1.35%
1.9.24-28.11.24	95.18% n/a	3.93% n/a	0.89% n/a

1.9.22 – 31.07.23			
----------------------	--	--	--

- Monitoring showed good fidelity to SSP and teachers and children interested and excited to embed the scheme.
- Attainment results listed in section above: general upward trend in data, however writing remains a focus and target for all teachers and teaching.
- Increase in phonics screening check pass from 51% in 2022 to 86% in 2023 and maintained at 80% in 2024
- Increase in ARE% for Reading, SPAG, Science Maths Yr 6 SATS
- Increase in 100% scored in multiplication check from 10% in 2022 to 56% in 2023. Increase from 66% to 92% for those scoring 16 or more since 2022. Strong results continued in 2024.
- EYFS Good level of development up from 37 pupils to 40 pupils since 2022. GLD in 2023 lower. PSED lower than in 2022 due to significant SEN. EYFYS focus in 2024-25 to target PSED.
- Support from SLT and training: greater staff retention. 1 teacher moved closer to home, one TA moved away. Resulting in more staff being aware of schemes, systems and policies – monitoring showed an improvement in teaching quality across many classrooms in the second half of 2022-23 and in to 2023-24.
- Support for pupils with SEMH/behavioural difficulties through:
 - Continued development and resourcing of nurture room
 - Behaviour/emotional literacy training for key support staff
 - Staff released to attend support meetings for children
 - Results: specific children spending more time in class; pupils on part-time timetables increasing the length of time in school, or coming off part-time time-table all together; Behaviour Lead called to fewer lower-level behaviour incidents.
- Pupil Conferencing beginning to show impact but staff have identified need for further training and advice on how to fit it in to their timetables – further training given Autumn 1, 2024. Evidence of impact seen in some writing, but not all. Continue to develop this strategy.
- Pupil Premium at front of staff minds with creation of Pupil Premium pledges. Plans to improve for 2023-4 next year by creating an easier way of responding to a request for the pledges. Referred to in staff meetings. Could be more effective with further monitoring next year.
- Music & French teacher: staff report positive attitudes towards language learning in KS2. Staff also report better mental health for not having to plan/teach subjects they feel less secure about teaching.

- Large uptake of KS2 choir (free) - children positive about singing in a group. Performed at several Christmas events and grew in confidence each time.
- Recorder club (free) added (2024-25), with children in receipt of PPG actively invited to join.
- Book Club (free) introduced in Yrs 2-5 (2023-4). Some year groups had waiting lists. children in receipt of PPG given priority and actively invited to join.
- School has worked closely with the PTA since the summer term 2024 to reduce the financial pressures to parents and every year group now has a free trip/History off the Page curriculum enrichment this academic year to ensure all children participate in the experiences to increase cultural capital.
- Breakfast provided for Yr 6 children in SATS week, with class teachers in attendance to encourage attendance, prompt arrival, sufficient nutrition and a calm start to the day: Pupils, teachers and visiting governors reported satisfaction with this event.
- Sports clubs: 2 children enabled to participate in sports clubs they wouldn't normally access. Went on to represent school competitively. Greater participation in PE lessons also seen as a result.
- Class teacher entered pool with one pupil (extra staff sent by school to enable this) Helped pupil to engage in swimming and lift feet off floor when they wouldn't do this before. This year – sports coach taking classes at lunchtime will allow further access to sport for those unable to access clubs.