

Pupil premium strategy statement - Reid Street Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that previous years' spending of pupil premium has had within our school.

School overview

Detail	Data	
Number of pupils in school (October 2021 Census)	371	
Number of pupils in school (October 2022 Census)	389	
Number of pupils in school (October 2023 Census)	406	
Proportion (%) of pupil premium eligible pupils (October 2021 Census)	FSM Service Post LAC PP Total	147 (39.6%) 6 (1.6%) 10 (2.7%) 163 (44%)
Proportion (%) of pupil premium eligible pupils (October 2022 Census)	FSM Service Post LAC PP Total	153 (39.3%) 12 (3%) 9 (2.3%) 174 (45%)
Proportion (%) of pupil premium eligible pupils (October 2023 Census)	FSM Service Post LAC PP Total	141 (34.7%) 8 (2%) 8 (2%) 157 (39%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025	
Date this statement was published	December 2023	
Date on which it will be reviewed	July 2024	
Statement authorised by	Principal, Paula Ayto	
Pupil premium leads	Joanne Davison / Debbie Hancock	
Governor / Trustee leads	Trevor Alley / Kris Garthwaite	

Funding overview

Detail	Amount
Pupil premium funding allocation academic year (2021-22)	£213,533
Pupil premium funding allocation academic year (2022-23)	£229,094
Pupil premium funding allocation this academic year	£246,123
Recovery premium funding allocation academic year (2021-22)	£21,750
Recovery premium funding allocation academic year (2022-23)	£22,113
Recovery premium funding allocation this academic year	£22,330
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding.	N/A

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about use of Pupil Premium funding we feel it crucial to consider the context of our school and community and the particular challenges faced. We believe in maximising the impact of Pupil Premium spending by ensuring that our strategies are embedded within: the core vision and ethos of the school; the long term goals and aims of wider school improvement and the medium and short term development plans already in place. As with all aspects of evolution of policy and practice at Reid Street, these plans are heavily research-informed to ensure that precious time, effort and funding are targeted at developments with a high chance of success.

We recognise that there are things we cannot change / improve in wider society, however, through a clear focus on: quality first teaching, learning, progress and powerful knowledge we can support pupils to achieve the success that raises both self-esteem and aspirations. Through careful identification of any barriers to learning, we can focus our intent, effectiveness and quality of provision to address these.

Principles: Overcoming barriers to learning is at the heart of our use of the Pupil Premium Grant. We understand that needs and costs will differ depending on the barriers to learning being addressed. We also recognise that each pupil is an individual, with a unique set of strengths and support and development needs. We do not, therefore, assume that as a group, pupils entitled to Pupil Premium funding are homogenous, but careful needs analyses will allow us to identify best ways to allocate funding and support.

Our priorities are as follows:

- Ensuring an 'outstanding' teacher is in every class.
- Closing the attainment gap between disadvantaged pupils and their peers.
- Providing targeted academic support to pupils who are not making expected progress.
- Addressing non-academic barriers to attainment such as attendance and behaviour.
- Ensuring that the Pupil Premium Grant reaches the pupils who most need it.

As previous Pupil Premium Strategies for Reid Street have been created following the EEF Tiered Model, the Catch Up Plan was incorporated into this way of working, ensuring that recovery funds were allocated within an evidence-informed, well-integrated approach.

In the 2022-23 academic year, the strategy was reviewed to ensure that all activities fall under the menu of approaches (see page 6 below) within the DfE guidance and that the impact of cost of living challenges have been taken into account.

Changes to the school demographic are apparent – in 2013, the percentage of pupils identified as EAL was 4.5; by the October 2023, census this has increased to 27% (and the current Reception cohort has one third of pupils identified as EAL). Only a small number of these pupils are eligible for the PPG (1.7%), however, the range of English proficiency means that careful consideration needs to be given to how best to support these pupils.

Challenges

This details the key challenges (academic 1-7 / non-academic a-g) to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessment and observations illustrate that many disadvantaged pupils enter Foundation Stage without the strong social skills, relative independence, curiosity and desire to learn that ensure that they are school ready.
2	Assessments, observations and discussions with pupils indicate under-developed oral language skills among many disadvantaged pupils.
3	Assessments, observations and discussions with pupils indicate vocabulary gaps among many disadvantaged pupils.
4	Assessment, observations, marking and feedback illustrate that underdeveloped self-regulation (key for effective metacognition and learning behaviours) is apparent in many disadvantaged learners.
5	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and future fluency and therefore comprehension.
6	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, a significantly smaller percentage of those eligible for pupil premium met the age related expectations for maths than their peers (and for 2 of those years no disadvantaged pupil met this expectation on entry). By the end of the academic year 2021-22 44% of pupils eligible for PPG achieved the ELG for maths.</p> <p>However, by the end of 2023, only 19% of pupils eligible for PPG achieved the ELG for maths (compared to 81% of non-disadvantaged pupils).</p>
7	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.</p>
a	<p>Over the last three years, effective support for those eligible for the pupil premium grant has reduced the percentage of persistent absentees in this group. However, it remains higher than the proportion of these pupils across the school.</p> <p>This situation has been exacerbated by the disruption cause by the pandemic.</p>
b	<p>Discussions between staff and parents and carers illustrate challenges around parental engagement and most effective ways to support learning.</p> <p>This situation has been exacerbated by the disruption cause by the pandemic.</p>
c	<p>We celebrate the rich diversity of Reid Street and look to support pupils in their desire to make significant contributions to their society. We recognise, therefore, the need to provide 'mirrors' whereby pupils can see themselves in aspirational roles and futures, and 'windows' into opportunities not previously considered. Without these, pupils may be limited in their outlooks.</p>

d	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils negatively affecting physical health and mental health and wellbeing. This situation has been exacerbated by the disruption cause by the pandemic.
e	Disruption to education due to the pandemic, coupled with illness and anxiety caused by COVID, has exacerbated challenges within households already struggling with complex issues. A reduction in social care interaction during 'lockdowns' has meant school is often an essential means of support for families. This has been further affected by cost of living pressures.
f	Financial challenges can impact on pupils in school if support is not provided. This situation has been exacerbated by the disruption cause by the pandemic and then again by financial pressures around cost of living.

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 'school readiness'.	Assessment and observations indicate improved 'school readiness' of pupils on entry to Foundation Stage following additional support for pre-school providers, parents and carers.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with others sources of evidence including engagement in lessons, work scrutiny and ongoing formative assessment.
Pupils demonstrate improved self-regulation, metacognition and independence.	Assessments, observations, work scrutinies and discussions with pupils and staff indicate improvements in the learning behaviours of disadvantaged learners.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: The percentage of all pupils who are persistently absent being below the national figure The figure among disadvantaged pupils being no more than expected given that 40% of pupils in school fall into this category.
To embed and sustain a knowledge-rich curriculum which provides pupils with a broad range	All school curricula evidence these opportunities. Pupil and parent / carer voice surveys illustrate a high level of awareness of future opportunities. Pupils feel ready for the next phase of their education.

of cultural capital experiences and career-related learning.	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice and parent / carer surveys and staff observations. • An increase in participation in enrichment activities, particularly among disadvantaged pupils.

3 tiers	Approaches that you could implement
High-quality teaching	Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils
	Professional development to support the implementation of evidence-based approaches, for example, training provided by a DfE validated systematic synthetic phonics programme , mastery based approaches to teaching or feedback
	Mentoring and coaching for teachers
	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)
	Technology and other resources that support high quality teaching, for example software to support diagnostic assessment
Targeted academic support	One to one, small group or peer academic tuition, including through the National Tutoring Programme (NTP)*
	Targeted interventions to support language development, literacy and numeracy
	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions
Wider strategies	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance, including approaches outlined in the working together to improve school attendance guidance
	Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips
	Extended school time, including for summer schools
	Breakfast clubs and meal provision
	Communicating with and supporting parents

Links from the menu:

[a DfE validated systematic synthetic phonics programme](#)

<https://www.gov.uk/guidance/national-professional-qualification-npq-courses>

<https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-2022-to-2023/national-tutoring-programme-guidance-for-schools-2022-to-2023>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf

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.

High-quality teaching

Budgeted cost: 186,764

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>All elements of this strategy have been informed by:</p> <p>The EEF ‘Using your pupil premium funding effectively’ guide. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>The DfE ‘Using Pupil Premium : guidance for school leaders’ Using pupil premium: guidance for school leaders</p> <p>The publication: ‘Addressing Educational Disadvantage in schools and colleges The Essex Way’ edited by Marc Rowland. https://www.amazon.co.uk/Addressing-Educational-Disadvantage-Schools-Colleges/dp/1913622452</p>	
<p>Lead school for SHINE project working with PVI nurseries.</p>	<p>Evidence supports the development, embedding and sustaining of staff development – the lesson study approach will form the basis of this effective professional development. EEF: Putting Evidence to Work</p> <p>EEF: Effective Professional Development</p> <p>Teacher Development Trust: Lesson study</p>	<p>1, 2, 3, 4</p>
<p>Additional staff with expertise in FS and Year 1.</p>	<p>Whilst reducing class sizes does not, according to the EEF, automatically result in more effective teaching and enhanced progress by pupils, given the poor experience of many pupils entering Foundation Stage (due to the disruption caused by the pandemic), higher ratios of highly qualified and experienced staff</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

within Early Years will benefit pupils who need carefully tailored learning experiences.

Last academic year, given the significant needs within FS, a new member of staff was appointed who brought a wealth of expertise, experience and qualifications in nursery education.

Given the complex needs of a small cohort of Y1 and Reception pupils, the expertise of the member of staff employed last year has proved invaluable in the newly created Nurture Provision. Her contract will reflect her experience and good practice. In order to ensure an excellent start to their primary education, the two teachers with the most experience in Foundation Stage will work together, both on 0.6 contracts to ensure consistency. They will also collaborate to support early reading.

This negative impact (of COVID) is also evident in Y1 – these pupils will benefit from the significant FS experience of the phonics lead and the science lead as well as the SENDCo.- all now teaching in Year 1.

Last academic year, the phonics lead was freed from class teaching for the first term to ensure full embedding of high quality phonics teaching, learning and assessment across the school.

One of our most experienced teachers will move to Year 1.

The SENDCo will support planning and teaching in FS.

[Highly Qualified Staff Make a Difference to Learning](#)

[EEF: Preparing for Literacy](#)

[EEF: Improving Maths in the Early Years and Key Stage 1](#)

[EEF: Improving Social and Emotional Learning in Primary Schools](#)

[EEF Toolkit: Phonics](#)

[DfE: Reading Framework](#)

[NEYH Early Reading](#)

[Ofsted Early Reading](#)

[EEF School Starters](#)

<p>Literacy Lead as 3rd teacher in Y6</p>	<p>This will allow for both additional support for pupils in Y6 to ensure their readiness for secondary school and to allow oversight of all aspects of literacy across the school. All policies, progression documents and support materials for literacy will be reviewed. Staff development will focus on literacy.</p> <p>Research link as above, plus:</p> <p>EEF: Improving Literacy in Key Stage 1</p> <p>EEF: Improving Literacy in Key Stage 2</p>	<p>2, 3, 4, 5, 7</p>
<p>Read Write Inc - DfE validated Systematic Synthetic Phonics programme will be embedded.</p>	<p>Training undertaken for any new staff who did not receive this in academic year 2021-22.</p> <p>Additional resources sourced to support the embedding of the programme (additional to the £8000 spent on books in the previous year) in 2021-22 and continued 'top up' of this funding this year.</p> <p>Research links as above, plus:</p> <p>DfE: Choosing a phonics teaching programme</p> <p>2023-4 will see the school engage with the DfE English Hub around ensuring effective phonics teaching.</p>	<p>2, 3, 4, 5, b</p>
<p>Development of a whole school approach to vocabulary, oracy, communication and language – VOCAL.</p>	<p>There is a wealth of evidence to suggest that there is a significant gap between disadvantaged pupils and their effective use of language / range of vocabulary and their peers.</p> <p>There is also significant research to support whole school approaches to developing oracy:</p> <p>Voice 21: Publications</p> <p>This work will be further extended over the academic years 2022-4 through involvement in four transition projects around English, Science, other foundation subjects and MFL.</p> <p>In 2023-4 the school will host and participate in a new support programme for EAL pupils.</p>	<p>1, 2, 3, 4, b, c</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>DfE: Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of best available evidence:</p> <p>EEF: Improving Maths in the Early Years and Key Stage 1</p>	<p>6, 7</p>

<p>We will fund teacher release time to embed key elements of guidance in school following work on maths mastery with the Maths Hub.</p>	<p>EEF: Improving Mathematics in Key Stages 2 and 3</p> <p>Last academic year, a new Maths Lead undertook a review of all planning, teaching and assessment of maths. She also developed her own leadership skills, knowledge and expertise via an NPQ.</p> <p>In 2023-4, the school will engage with the local DfE Maths Hub to support further developments in the subject.</p>	
<p>Review of planning, progression, assessment, marking and feedback.</p> <p>Senior leaders, subject leads and all teaching staff will be involved in reviewing the curriculum in light of research around: metacognition; cognitive load; spaced and retrieval practice; schemata; key concepts and affective use of assessment, marking and feedback.</p>	<p>Ofsted provide a wide range of research around curriculum – with a particular focus on intent, implementation and impact.</p> <p>Research links as above, plus:</p> <p>Ofsted: EIF Research</p> <p>Ofsted: Curriculum research reviews</p> <p>Ofsted: Languages in outstanding primary schools</p> <p>Ofsted: History in outstanding primary schools</p> <p>Ofsted: Geography in outstanding primary schools</p> <p>Ofsted: Curriculum: keeping it simple</p> <p>A key focus for 2023-4 will be on the embedding of effective pedagogy via Rosenshine’s Principles.</p> <p>https://cirl.etoncollege.com/tom-sherringtons-division-of-rosenshines-principles-of-instruction-into-strands/</p>	<p>1, 2, 3, 4, c, d</p>
<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF: Improving Social and Emotional Learning in Schools</p>	<p>1, 2, 4, 7, b, d</p>

<p>Enhancement of support materials for parents and carers. We will fund teacher release time to create these.</p>	<p>Parents and carers are well placed to support their children with learning, if they are supported with accessible resources and materials.</p> <p>EEF Toolkit: Parental engagement</p> <p>EEF: Working with Parents to Support Children's Learning</p> <p>EEF Blog: how can we help parents support their children to learn from home?</p>	<p>1, 2, 3, 4, 5, 6, 7, b, d</p>
<p>Creation of Digital Strategy which ensures all pupils have equal access to high quality educational technology.</p>	<p>The pandemic highlighted a significant issue around both access to technology and skills needed to use that technology to support education. The school was proactive and successful in accessing all government support available for pupils and their families and now is looking to embed good practice around use of educational and communication technology to enhance teaching and learning.</p> <p>Digital Strategy</p> <p>Digital Divide</p>	<p>1, 2, 3, 4, 5, 7, b, c, f</p>

Targeted academic support

Budgeted cost: £51,837

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding speech, language and communication interventions.</p>	<p>Oral language interventions</p> <p>EEF Toolkit: Oral language interventions</p>	<p>1, 2, 3</p>
<p>Reading Champion</p>	<p>The Reading Champion, who supports the Literacy Lead with a particular focus on reading across the school, will be based in Y2 where data indicates a significant need re phonics and reading, given the disruption to education experienced by these pupils in both FS and Y1.</p> <p>The Reading Champion moved to Year 3 where her expertise is most useful when supporting those pupils still struggling with phonics / early reading skills in lower Key Stage 2. She continues to support a range of very effective reading volunteers.</p> <p>See research links above</p>	<p>2, 3, 4, 5, 7</p>

<p>Engagement with the National Tutoring Programme – employment of Academic Mentor with focus on phonics interventions.</p>	<p>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: EEF: One to one tuition</p> <p>And in small groups: EEF Toolkit: Small group tuition</p>	<p>5, 7</p>
<p>Engagement with the National Tutoring Programme – employment of Academic Mentor with focus on maths interventions.</p>	<p>See above</p> <p>Last academic year, this member of staff was retained as an ECT.</p> <p>In 2023-4, the extensive tutoring experience of this ECT will be used to good effect in a small, targeted group in Year 6.</p>	<p>4, 6, 7</p>
<p>Engagement with the National Tutoring Programme – employment of School Led Tutor – focus on maths basic skills.</p>	<p>See above</p>	<p>4, 5, 6, 7</p>
<p>Exploration of best practice around support for pupils with EAL</p>	<p>Over recent years, the numbers of pupils enrolling in school (across all age groups) who have English as an additional language has risen significantly. Whilst these are currently very well supported, we are undertaking research around best practice – see above re town wide working party for 2023-4.</p> <p>The Bell Foundation</p>	
<p>Teacher Assistant hours increased to allow for effective liaison / same day interventions.</p>	<p>Evidence indicates that Teaching Assistants can have a positive impact on pupil outcomes but that in order to be fully effective, close liaison with the classroom teacher is essential so that all staff share understanding of the planning, learning outcomes and success criteria of a lesson.</p> <p>EEF: Making Best Use of Teaching Assistants</p> <p>EEF Toolkit: Teaching Assistant Interventions</p>	<p>4, 5, 6, 7</p>

Wider strategies

Budgeted cost: £120,698

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Restorative Practice – key members of SLT to attend training around RP and to then cascade this in school. This will be embedded within the time frame of this plan.</p>	<p>There is a range of evidence, including a report published by the DfE, with a survey of schools showing 97% rated restorative approaches as effective.</p> <p>RJ Blog</p> <p>Anti-Bullying Alliance</p>	<p>a, b, c, d</p>
<p>Embedding principles of good practice re attendance set out in the DfE’s advice. This will involve training and release time for the DSL.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working Together To Improve School Attendance</p> <p>This academic year, school staff are involved in several working parties looking at best practice to improve attendance.</p>	<p>a, b, c, d, e</p>
<p>Wider opportunities and cultural capital experiences – including funded music lessons, subsidised trips and residential visits.</p>	<p>Evidence suggests that disadvantaged pupils, including the more able, benefit from opportunities to gain experiences through school they may otherwise not be able to access.</p> <p>DfE Nov 2018</p>	<p>2, 3, 4, c, d, f</p>
<p>Parent Support Advisor leading SAS Wellbeing review – Gold Award achieved 2023. Ongoing work around targets set.</p>	<p>A wide range of evidence supports whole school approaches to good mental health and wellbeing.</p> <p>DfE: Promoting and supporting mental health and wellbeing in schools and colleges</p>	<p>b, d, e, f</p>
<p>Promotion of physical health across the school – employment of Sports Coach</p>	<p>Concerns around the physical health and levels of activity of primary pupils have been heightened following ‘lockdowns’ and disruption to education and out of school activities.</p> <p>PHE: What works in schools and colleges to increase physical activity</p> <p>In the academic year 2023-4, the Sports Coach will be employed full time with 0.5 of the contract supporting a range of key areas in school including: school sports, physical activity, staff CPDL. IT and parental engagement.</p>	<p>b, d, f</p>

	<p>https://www.gov.uk/government/news/new-plan-to-deliver-high-quality-pe-and-sport-for-all-pupils</p> <p>The school will also engage with the Creating Active Schools framework.</p> <p>https://www.creatingactiveschools.org/</p>	
<p>Curriculum review to include embedding of work around careers, aspiration and enterprise.</p> <p>There will also be a clear focus on challenging stereotypes.</p>	<p>A wide range of evidence highlights the importance of beginning career and aspiration learning as early as possible, particularly to support disadvantaged learners to gain the knowledge, skills and understanding they need for success in the workplace in future.</p> <p>The Education Commission: The Learning Generation</p> <p>Drawing the Future</p> <p>The Careers and Enterprise Company: Primary Fund Evaluation Impact Report 2021</p> <p>Education and Employers: Starting Early</p> <p>Career Development Institute: Career Development Framework</p>	<p>4, b, c, f</p>

Total budgeted cost: £359,299

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.

Following the low KS2 reading attainment at the end of the 2018-19 academic year, there followed a significant focus on developing all elements of reading across the school. The Autumn Term 2019 internal assessment data for Reception to Y5 illustrated that this effort was already having a positive impact. The Spring 2020 Y6 internal teacher assessment indicated that this cohort were on track to achieve the highest reading results for some years.

However, this was the point at which the COVID-19 pandemic began to affect education. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. Despite a rapid development of high quality remote education and successful engagement with the DfE digital devices opportunity, EdTech support, Oak National Academy resources and National Tutoring Programme via employment of an academic mentor and tutoring provider, the impact of disruption to education has been most evidenced in our disadvantaged learners, particularly in maths.

Opportunities were taken, however, to drive forward development of a cohesive, knowledge-rich curriculum aligned with our school vision and ethos. The steep learning curve of remote education has undoubtedly enhanced our use of technology for teaching, learning, assessment and effective communication with parents and these are things we can build on to further support both pupils and families.

The school had in place excellent pastoral support for pupils and families and our commitment to this was again enhanced by necessity during this challenging time. We agree wholeheartedly with Marc Rowland when he states that: "Relationships underpin everything." Therefore, whilst we have a relentless focus on academic success, we also embraced Barry Carpenter's Recovery Curriculum and rebuilt our relationships on the return of all pupils to school using kindness, compassion and empathy – going on to win the global Empathy Week Award – a highlight in a very difficult time for all.

Whilst we were unable to provide many of the planned experiences for pupils in school, we found innovative and inventive ways to ensure that a broad cultural capital offer remained.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The relentless focus on reading since the low attainment (although good progress) end of KS2 data of 2019 resulted in a significant increase in the number of pupils who attained the expected standard in Y6 – from 53% in 2019 (the last time pupils undertook SATs pre pandemic) to 81% in 2022. This was higher in Reid Street than locally and nationally. The reading average scale score was also higher than both comparators.

In 2019, only 38% of FSM6 pupils achieved the expected standard or above in reading at the end of KS2 compared to 62% of Not FSM6 pupils. The progress gap was also significant at -20% for FSM6 pupils. 2022 data shows a dramatic turnaround in this data. 83% of FSM6 pupils achieved the expected standard or above in reading compared to 79% of their Not FSM6 peers. The progress gap was also a positive one of 9% when comparing the two groups.

As also seen nationally, the impact of Covid disruption affected writing and maths more significantly for older pupils than reading. In writing this nevertheless resulted in a positive gap of 7% for FSM6 pupils and for maths a small (-3%) gap.

Whilst this data is encouraging, for younger pupils, especially those disadvantaged / already struggling pupils, Covid disruption has had a significantly negative impact. This is the case nationally:

[Impact of Key Stage 1 School Closure](#)

and (given the numbers of these pupils in school) at Reid Street. The excellent approaches to early reading identified in the most recent Ofsted inspection – April 2022:

“This is helping to ensure that the impact of the COVID-19 pandemic is being addressed. The new role of a dedicated phonics subject leader ensures children in Reception get off to a strong start when learning to read. All staff are well trained in delivering phonics. Staff quickly identify those children who need extra support and ensure they get the help they need. Pupils read books that help them practise the sounds they learn in lessons. Pupils are proud of the special books teachers have made for them to help them practise the letters and sounds they need to read well. Leaders promote reading well. Pupils read regularly and enjoy the wide range of books available to them in the ‘care and share baskets’. They understand the importance of reading and enjoy the incentives on offer, such as reading to earn stamps to win books. In dedicated reading lessons, pupils are increasing their vocabulary by learning words

that are new to them in the books they read. They know and understand the stories well, remembering what they have read. The teaching of reading and mathematics is strong.”

have mitigated against this disruption, however, EYFS and KS1 data highlights that there is much still to do. This will remain a key area of focus for this strategy and the SDP for this academic year and beyond.

Effective succession planning and support have ensured that the new maths lead has clear plans for further developments in this subject to ensure clarity of objectives for teaching and assessment and a continued focus on how best to ‘plug the gaps’ left by the pandemic.

A recent SEND quality assurance exercise with an external expert and regular liaison with others in the LA regularly highlight excellent practice around support for pupils with additional needs as part of the core offer of Quality First Teaching across the school.

Work continues also on the wider curriculum which will, this academic year, include in-depth quality assurance by subject leads.

“Leaders have designed a curriculum to fit the needs of all pupils in the school, including those with SEND and those who speak English as an additional language. The curriculum sets out clearly what pupils must know and by when. Leaders’ vision to create a culture that enables pupils and staff to excel is a motivating force for improvement. COVID-19 has not prevented leaders from making necessary changes to the curriculum. However, the restrictions have limited the opportunities that subject leaders have had to monitor their subjects. This means they have a limited understanding of how effectively teachers are delivering the curriculum plans.” Ofsted report April 2022

Parent and carer views expressed during the inspection were overwhelmingly positive and comments were made via Parentview and in person highlighting how well supported families had felt, including through the disruption of ‘lockdowns’ etc. However, we are very aware that cost of living pressures are significantly impacting on many families and so are continuing to explore poverty proofing of all elements of school life whilst maintaining the cultural capital and wider opportunities offer in place.

Despite the challenges of implementation and tracking of use, the school has engaged with all three elements of the National Tutoring Programme again and was able to justify all spending so that no money was recouped. Following the findings of the Ofsted review, tracking impact will be a focus going forward:

[Ofsted Report on Tutoring](#)

Again, bucking national trends, the carefully crafted culture in school has ensured that high quality staff are retained and well supported in both their professional development and wellbeing.

Consistent approaches to positive behaviour ensures that Reid Street pupils are regularly commended for their excellent attitudes by visitors and when out at events. This lived ethos was also recognised during inspections:

“Reid Street Primary School’s values of ‘respect, equality, independence and diversity’ thread through pupils’ daily experiences. Pupils understand why these values are vital to helping everyone. They enjoy choosing charities to raise money to help others. Pupils understand and value ‘walking in the shoes of others’. This is a happy and safe school, where pupils develop independence and respect...all pupils show positive attitudes to learning. They behave well in lessons and around the school. The school day is calm and orderly. Pupils, including those who attend breakfast club, start each morning positively. Bullying is rare because adults are quick to deal with it. Teachers help pupils to reflect on any incidents of bullying. This helps to ensure that they are not repeated.”

Suspensions are rare (there have been one this academic year so far) and used as a last resort and there have been no permanent exclusions since 2005. Suspension and exclusion data compares very favourably within the LA.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

The 2023 Y6 cohort was particularly challenging, with 44% of pupils eligible for the PPG, a high percentage of SEND pupils and a number of pupils with significant additional needs around regulation and behaviour. Despite this, exit data for reading and maths compared well to the national: for reading the percentage of pupils achieving the expected standard was above that for Darlington and the national figure; for maths, it was slightly below the two comparators.

For attainment, a -1.3 remains between FSM6 and NotFMS6 pupils and for progress this is -0.1. However, when context is taken into account, the progress gap is reversed to 1.2.

Whilst this data is encouraging, for younger pupils, especially those disadvantaged / already struggling pupils, Covid disruption has had a significantly negative impact. This is the case nationally:

[Impact of Key Stage 1 School Closure](#)

and (given the numbers of these pupils in school) at Reid Street.

On entry to Reception data illustrates the increase in lack of school readiness and this is reflected in the declining percentage of pupils achieving the Good Level of Development by the end of Foundation Stage and in the percentage of pupils passing the Phonics Checklist in Year 1.

However, good progress across KS1 is apparent in the 4% increase in the percentage of pupils passing the Phonics Check by the end of Y2 and the 8% increase in the percentage of pupils achieving the expected standard in reading by the end of KS1 (compared to the year previous).

Effective succession planning and support have ensured that the new maths lead has clear plans for further developments in this subject to ensure clarity of objectives for teaching and assessment and a continued focus on how best to 'plug the gaps' left by the pandemic.

Despite the continued challenges of implementation and tracking of use, the school has continued to engage with the National Tutoring Programme and was able to justify all spending so that no money was recouped.

Again, bucking national trends, the carefully crafted culture in school has ensured that high quality staff are retained and well supported in both their professional development and wellbeing. This resulted in the school achieving a gold standard award for wellbeing via Leeds Beckett University, gaining the Gold Sports Award for the 5th year in a row, becoming the first school in Darlington to achieve an accredited award around support for pupils with asthma and culminated in the winning of the global Empathy Award for the second time in three years.

Consistent approaches to positive behaviour ensures that Reid Street pupils are regularly commended for their excellent attitudes by visitors and when out at events. Suspensions are rare (there has been one this academic year so far) and used as a last resort and there have been no permanent exclusions since 2005. Suspension and exclusion data compares very favourably within the LA and nationally.

The school has a long-standing excellent reputation for inclusion. In recent years, there has been a significant rise in the number of pupils from ethnic minority backgrounds. From a steady 4% in 2013, the percentage of pupils with EAL has risen to 17% (October 2023 census) with around a third of the current Reception class now in this category. The excellent support for these pupils and their families is resulting in an increase in applications for places leading to a bucking of the local and national trend towards falling pupil numbers.

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
Perspective – supports continuous professional development and learning of all staff	https://www.angelsolutions.co.uk/products/perspective/
Balance – assessment	https://www.angelsolutions.co.uk/products/balance/
Learning by Questions (LbQ) 3 Year licence – Maths in Y6	https://www.lbq.org/
Reading Plus	https://www.readingplus.com/
Emile – focus on maths	https://emile-education.com/
Zumos	https://www.zumos.co.uk/
PSHE Association	https://pshe-association.org.uk/
Espresso	https://www.discoveryeducation.co.uk/resources/primary/espresso/
Coram Life Education	https://www.coram.org.uk/what-we-do/education
National College	https://thenationalcollege.co.uk/
National Online Safety	https://nationalonlinesafety.com/

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?	<ul style="list-style-type: none"> • Countdown calendars bought and used in school for children of deployed members of the forces. • Staff time allocated for regular check-ins with pupils. • Engagement with Little Troopers to provide support and information. • Engagement with Pupil Premium Stockton Cluster meetings – standing agenda item to investigate best ways to support forces families • ELSA support for pupils • Involvement in events such as awareness raising around Remembrance. • Visibility of forces within the curriculum – begins with dressing up costumes bought for Reception. • Ensured that forces careers were discussed within Aspirations Week - included visit from Sporting Force and donation to this veterans charity. • Attendance at events such as Coldstream Guard concert.
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> • Pupils and their families are and feel supported in school. • Staff have raised awareness of the issues that may be particular to children of those in / previously in the armed forces. • Key staff have received training around mental health and wellbeing in order to best support pupils and their families. • The school has avenues of information and updates from external experts. • Forces pupils and their families are visible in school. • Pupils have raised awareness of potential careers within the armed forces.

Further information (optional)

This Pupil Premium Strategy builds on several years of research and coherent planning around best ways to support disadvantaged learners in school and their families. Whilst new research is used to inform further developments, the school maintains a high level of support for pupils and parents / carers on an ongoing basis, linked to the challenges identified. Some examples of this embedded good practice are included below.

The school provides an excellent level of support for pupils across a wide range of needs. Often, there is an overlap of support between that evidenced in the Pupil Premium Strategy and that of the SEND school and local offers. This strategy details the actions specific to the spending of the Pupil Premium Grant. The SEND notional and individual spending are detailed elsewhere as appropriate.

The impact of the pandemic and subsequent disruption to education is evident both in the needs of pupils and their families and the support necessary to overcome challenges. Allocation of funds will need to be continually reviewed in light of the ongoing issues created by COVID-19 and the necessary responses to it. The cost of living pressures of recent times are also negatively impacting families and will factor into support provided.

Challenge	Ongoing work to support disadvantaged pupils in relation to this challenge
1	<ul style="list-style-type: none"> • Effective liaison with all feeder providers • Key expectations information produced and shared with feeder providers • Storybook for parents and pupils to share during summer holiday • Parent Handbook and additional Induction Pack • Open events • Induction days • Provision of uniform / book bags / water bottles for Reception starters • Support for parents via website • Additional staff within FS • Focus on routines and expectations in first term • Small group interventions around early reading / maths skills • Speech and language interventions including NELI, Talk Boost and BLAST • Targeted social groups • Parental engagement through ClassDojo, Stay and Play and Story and Rhyme sessions • Engagement in SHINE project.
2	<ul style="list-style-type: none"> • Whole staff CPD • Employment of specialist TA • Professional development for specialist TA • Extension of TA hours • Speech Link and Language Link assessments and programmes of support and intervention • Wide range of resources • Interventions - see Edukey • Use of techniques developed previously via 'Chatterbox Challenge' • BLAST • Communicate in Print IT programme • Google Translate used for EAL pupils • Translation of newsletters / general information for EAL families • Whole school focus on a communication friendly environment • Regular focus on communication in curriculum

	<ul style="list-style-type: none"> • Coordination with outside agencies including NHS and SALT • Engagement in SHINE project.
3	<ul style="list-style-type: none"> • Whole staff CPDL undertaken around teaching vocabulary. • All subjects / topics revised with focus on Tier 2 and Tier 3 vocabulary. • Knowledge Organisers / Graphic Organisers to be created with focus on vocabulary. • Vocabulary assessment used to identify issues with particular pupils.
4	<ul style="list-style-type: none"> • Staff training around Growth Mindsets. • Regular reinforcement around Growth Mindsets, including the Learning Pit, within lessons. • Staff training around ACEs and the effects of early trauma. • ACEs identified within RAG rating meetings / pupil tracking. • Staff training around metacognition. • Staff training around Rosenshine's Principles. • Staff training around behaviour. • Staff training around regulating activities and Theraplay. • Focus in teaching and learning on resilience – monitored through observations / work scrutinies / pupil interviews. • Whole school assemblies which focus on this area. • Specific support programmes for targeted individuals • Before and After school clubs • Bespoke support for individual pupils • 'Break out' / Sensory areas • ClassDojo used to share learning tips.
5	<ul style="list-style-type: none"> • Specialist TA for speech and language • Reading Champion • Speech Link and Language Link assessments in Reception and Year 4 • Decoding assessments for all pupils from Y2 to Y6 • Ocular Motor assessments and remediation • Comprehension Express • Inference intervention • Reading Priority Rotas • Fluency Tracker • Introduction (in 2016-17) of Read Write Inc progressive phonics programme – continued embedding of this. • Reading Street Readers • 'At school' readers • New Reading Areas and displays • Whole Class teaching of reading • Paired reading • Reciprocal reading • Reading Plus in Year 6 • Learning by Questions • BRSP intervention programme • Reading volunteers – trained via Reid Street • Class novel • Whole School Targets regularly focus on reading • Whole school focus on use of standard English • Focused weeks / days, i.e. World Book Day • Visiting authors
a	<ul style="list-style-type: none"> • Alarm calls for targeted parents / carers • Alarm clocks purchased for parents / carers • Collection of pupils as temporary support • First call and follow up for vulnerable pupils

	<ul style="list-style-type: none"> • Weekly tracking – meetings between admin and DSL • Letters to parents / carers – this now includes pupils who are regularly late. These letters have been reviewed and updated to provide parents with clear, easy to understand information about the effect of absence and lateness on educational outcomes. • Meetings with teacher • Meetings with DSL / SENDCo • Pupil meetings • Home visits / house calls • Coordination with outside agencies • Holiday Fines • 15 Day penalties • CME referrals • Medical Care Plans • EHAs • Bespoke motivation and reward systems • Provision of free breakfast club (time specific). • Presentation for parents re importance of sleep and how to establish bed-time routines • Family Learning opportunities targeted.
b	<ul style="list-style-type: none"> • ClassDojo • Dedicated telephone for vulnerable families to ensure ease of contact • PSA role, including signposting of advice and support • Achievement of ‘Families First’ Award • Improved / more accessible newsletters • Translation of all information for parents / carers with limited English • New Parent Brochure / Reception Storybook • Enhanced school website including Blogs • Reception Induction – including both afternoon and evening sessions • Year 2/3 Transition • Year 6 SATs Meeting • ‘Meet the Team’ information for parents • Termly Consultation meetings • Learning and Skills workshops in school for parents and carers • Family activities in school for families • Workshops for parents – NSPCC / Internet safety • Projects – for example K’nex Club • Parental Survey • Person-centred approaches to My Target, One Plan and EHCP meetings • Residential meetings for Y6 parents • Class / Year group assemblies • Play and Stay opportunities in Foundation Stage. • Performances – in and out of school • Bi-annual reports in new format • ‘Open Door’ policy • Parental notice boards on KS1 and KS2 yards. • EHAs as appropriate • Parents signposted to relevant training and support opportunities
c	<ul style="list-style-type: none"> • Roles and involvement in RotaKids. • Experiential learning through visits and visitors – excellent examples being work with the Halle Orchestra, Festival of Ingenuity, Darlington Carnival, Mayor’s Song Competition, World of Work etc. • Involvement in democratic opportunities such as trip to Parliament / D’ton Junior MoP.

	<ul style="list-style-type: none"> • Topic stimuli and finale • Nurturing of particular talents and interests • Funded Cinema visits • Sporting opportunities • Aspirations Weeks • Primary Futures assemblies • Review of research, i.e. 'Underachievement in Education by White Working Class Children...' and 'Supporting the attainment of disadvantaged pupils...' • Visits to enhance aspiration (Festival of Ingenuity for eg.) • Visitors to enhance aspiration • Review of curriculum to include Career Related Learning within topics. • Career Related Learning sheets created to extend learning beyond the topic / widen aspirations. • Topic stimuli and finale • Bespoke support for individual pupils • Nurturing of particular talents and interests • Involvement in opportunities – Big PIE Challenge / Tees Valley Trailblazers / Green Team / Junior Road Safety Officers • Funded music lessons • Celebration of achievements via website, blogs and newspaper articles • Involvement in local projects such as the design for the play area in the re-furbishment of the local museum
d	<ul style="list-style-type: none"> • Engagement with global Empathy Week – led to school winning the award for 2021 and again in 2023! • Trained ELSAs • Y6 Decider Programme • CATs • C The Box • Zumos • Concerns and worries shared through ClassDojo • Training for all staff around wellbeing / growth mindsets / resilience • Whole school focus on PSHE • Active 30 introduced including Activators • Involvement in Creating Active Schools Framework • Specific support programmes for targeted individuals, including • Staff trained to deliver Art Therapy. • Before and After school clubs • Bespoke support for individual pupils • Attendance at Vulnerable Pupil Panel meetings • TAC meetings • Post incident reviews • Avoidance of suspensions / exclusions plans / re-integration meetings
e	<ul style="list-style-type: none"> • See Child Protection and Safeguarding Policies • DSL(s) – training is kept current • DSL(s) provide training for all staff including dinner supervisors and governors • NSPCC training for staff • NSPCC Assembly for pupils • NSPCC workshop for parents • NSPCC Assemblies for pupils • Multi-agency working – through MASH, CAP , EHAs, etc • DSL Supervision at each SLT Meeting
f	<ul style="list-style-type: none"> • Free Breakfast Club provided for pupils as part of support plan. • Free uniform provided for pupils where needed, including shoes bought

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| | <ul style="list-style-type: none">• Devices and internet access provided for pupils when needed for remote education• Food and toiletries hampers from school staff• Fruit on offer for children at playtimes / home times• Electricity top ups provided• Christmas gifts sourced for disadvantaged pupils• Christmas tree / decorations / food / crockery / cutlery etc provided• Bus pass provided for family• Taxi fares paid• Outdoor Ambitions Alt Ed provided as child care• Christmas presents provided for pupils via 700 Club, Kings Church, Salvation Army and Angel's Trust• Poverty proofing considerations taken into account for all decisions around financial burdens on families. |
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