

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

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This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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	Sileby Redlands Community Primary
Number of pupils in school	387
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 - 2027/28
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Michelle Rosenitsch
Pupil premium lead	Mollie Baines
Governor / Trustee lead	Nick Salter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 121,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£121,210</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of intent

At Sileby Redlands, we are committed to ensuring that all disadvantaged pupils make significant progress, enabling them to leave primary school not only meeting but exceeding age-related expectations, relative to their individual starting points. Recognising the challenges faced by many of our pupils, we have implemented robust systems for early identification of disadvantaged students. This proactive approach allows our school community to deploy resources effectively, ensuring the greatest possible impact on the educational journey of these pupils.

Our Pupil Progress checks and thorough moderation processes are conducted throughout the academic year, concentrating on pinpointing specific gaps in pupils' skills and knowledge. This targeted analysis allows our staff to tailor appropriate interventions, which are designed to address the individual needs of each pupil. Furthermore, we understand that the successful application of the Pupil Premium funding relies on the principles of equity, inclusivity, and adaptability. Therefore, we prioritise support for disadvantaged children with the highest needs, while also ensuring that pupils who do not qualify for this funding are included where necessary to foster a collaborative learning environment.

We continually assess and review our strategies to ensure that they align effectively with the needs of our pupils. Our aim is to provide a strong foundation that will support pupils at critical milestones, including the Year 1 phonics check, Key Stage 1 achievement, Year 4 Multiplication Check, and end of Key Stage 2 achievement. We strive to ensure that disadvantaged children are keeping up with their peers and achieving the expected standards.

To further support our families, we offer guidance and signposting to external agencies that provide essential financial and wellbeing services, recognising the significant impact that these factors can have on a child's learning experience.

Our commitment to supporting disadvantaged pupils is reflected in our strategic use of Pupil Premium funding. We employ an Emotional Literacy Support Assistant (ELSA) to ensure that children have access to interventions that address the challenges that life may present, fostering emotional well-being and academic resilience.

We have prioritised specific areas of development as we recognise their fundamental importance in a child's overall educational success. For instance, phonics knowledge is directly correlated with a child's ability to read for enjoyment, which is a key indicator of future academic achievement. Similarly, a solid foundation in multiplication knowledge is essential as pupils progress into upper Key Stage 2 and beyond, significantly influencing their competence in various areas of mathematics. By focusing on these critical competencies, we aim to equip pupils with the skills and knowledge they require to thrive in their secondary education and beyond, thus laying a solid groundwork for lifelong learning.

## Challenges

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

Challenge number	Detail of challenge
1	Low baseline entry for disadvantaged pupils into EYFS. The current EYFS children were born during the national lockdown and continued to have disrupted social interactions due to local lockdowns in the Leicestershire area. This has significantly impacted their social skills and resilience when becoming familiar with the routines and expectations expected in school.
2	<p>Assessments, observations, and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>The EEF research has noted that 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.</p>
3	Low levels of resilience in disadvantaged pupils. Our assessments and observations indicate that education and wellbeing of many of our disadvantaged pupils continue to show (diminishing) impact by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations
4	Pupils and their families have social and emotional difficulties which impact children's ability to engage with lessons. Low-income families and families living below the poverty line are under increased stress in the home.
5	Lack of parental engagement- A review by the UK Department for Education highlighted that parental engagement has a large and positive effect on children's learning <sup>1</sup> . This includes activities such as learning at home, school-home communication, and involvement in school activities.

## Intended outcomes

Intended outcome	Success criteria
Phonics	Increase percentage of disadvantaged children passing Year 1 phonics check from 67%.
Increase understanding of mathematical processes through exploration abstract, visual and physical representation.	Increase percentage of disadvantaged children achieving the ARE standard in mathematics.
Reading, Writing and Maths	Increase percentage of Disadvantaged children reaching Combined ARE at KS2 SATS from 59%.
SEMH	Increased awareness of own emotions and increased strategies to regulate these.

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)

Cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development in mastery based phonics teaching.	<p>Provide ongoing training and professional development in mastery approaches for phonics. Mastery education enables teachers to ensure that a concept is well understood before moving on to the next, reinforcing the building blocks of phonics systematically.</p> <p>Provide ongoing training and professional development in the use of abstract, visual and manipulatives within mathematics sessions to enhance pupil understanding.</p>	1, 2, 3, 4, 5
Coaching and Mentoring	<p>Implement a coaching system where teachers are paired with more experienced mentors trained in emotional regulation strategies. This ongoing support can help teachers apply their learning in the classroom, fostering a supportive environment for emotional development.</p> <p>Phonics coaching: Phonics lead to provide coaching for adults delivering phonics will have a significant outcome on results for disadvantaged pupils.</p> <p>Evidence: Mentoring and coaching have been shown consistently to support the professional growth of teachers and the attainment of their pupils (Education Endowment Foundation).</p>	1,2,3,4
Use of Classroom Support interventions	<p>Redlands uses well planned interventions by classroom support to address the needs of disadvantaged pupils.</p> <p>Evidence by the EEF shows that utilising this strategy has an average impact of increasing learning by 4 months progress.</p>	1, 2, 3, 4
Curriculum resources	<p>Phonics: Enhance phonics resources: Invest in high quality, engaging phonics materials.</p> <p>Emotional Regulation: SaLT and Zones of regulation materials and resources.</p> <p>High quality resources can support teachers in</p>	1, 3, 4

	delivering content more effectively.	
Professional Development Workshops	Invest in tailored workshops focusing on the Zones of Regulation framework, integrating it with current pedagogical practices. These workshops can be led by expert educators or psychologists who can provide insights and practical applications of the framework to enhance classroom management and emotional literacy. <i>Evidence: Research indicates that targeted professional development in specific instructional areas improves teaching practices and pupil outcomes (Education Endowment Foundation).</i>	1,2,3,4,5

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

Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain targeted phonics intervention is prioritised for disadvantaged pupils. (Use of Read, Write, Inc)	Small group phonics sessions: Implement small group interventions that focus on phonics. These sessions can use tailored strategies to suit the needs of the group, allowing for differentiated teaching that addresses varied learning needs among disadvantaged pupils. According to EEF, small group tuition is effective, potentially providing an additional four months of progress.	1, 2 & 3
Targeted Interventions for Literacy and Numeracy:	Utilising well-designed intervention programmes that specifically focus on literacy and numeracy skills, which are critical building blocks for academic success.	1,2,3
Deployment of Teaching Assistants	Trained teaching assistants can deliver structured interventions within the classroom, closely aligned with the main instruction, shown to make a positive impact when well-implemented (EEF).	1,2,3,4
Children that require support from the ELSA	Behaviour intervention Sutton Trust: moderate impact for moderate cost (social and emotional learning) "Social and emotional learning	1,2,3,4,5

are identified by staff. Interventions are then designed to support the children's needs.	approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year... being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores..." - EEF Social and Emotional Learning findings The ELSA provides sessions that are tailored to meet the needs of each pupil. Interventions are running on a 1:1 basis or in a group.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase pupil wellbeing and resilience	<p>Redlands has a mixed demographic of pupils and ensuring that those from disadvantaged backgrounds are emotionally able to cope with challenging learning tasks will enable all pupils to make the best possible progress.</p> <p>Social and emotional interventions have an impact of an average of 4 additional months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	
Parent and Carer Workshops	<p>Organise workshops for parents and carers to educate them about the Zones of Regulation and strategies for supporting emotional regulation at home. This ensures a consistent approach between school and home environments.</p> <p>Provide workshops and resources for parents to help them understand the methods used in phonics the teaching of mathematical concepts and how to support their children's at home. Effective parental engagement can be pivotal in reinforcing learning and ensuring practice outside school hours.</p> <p>Evidence: Engaging parents in the educational processes can enhance pupil achievement and emotional well-being (Education Endowment Foundation).</p>	
Work alongside children's families to ensure that there is	Demand from families wishing to access this support has continued to rise. The FSA also plays a significant role in safeguarding children and monitors attendance. The FWA assists in ensuring families are being included and communicated with during the	1.2, 3

increased support in school and in the home.	process of improving support for pupils.	
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**Total budgeted cost: £ 121,000**

## 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 2023 to 2024 academic year.

End of KS2 SATs test results showed 65% of disadvantaged achieved Age Related Standards compared to 50% of disadvantaged children attained age-related expectations in Reading and Maths and 38% attained age-related expectations in writing. 59% of disadvantaged pupils attained age-related expectations in Reading, Writing and Maths combined compared to 31% in the previous academic year. 24% of disadvantaged children also achieved the Greater Depth Standard in Reading.

81% of disadvantaged pupils passed (school's own pass mark of 20/25) the Year 4 MTC compared with 100% in the previous year and 91% of non-disadvantaged pupils. However, there are special educational needs for some of the pupils who did not achieve this mark and some of these children arrived in school throughout the academic year and so have not had the additional input that could have been given had they been at Redlands prior to this. This continues to show that the direct targeting of disadvantaged pupils, alongside opportunities given to non-disadvantaged pupils has had a positive impact on the achievement of all pupils. Teaching of times tables facts begins in Year 2 and interventions are now in place for pupils in Year 3 to prevent them from falling behind their peers, with additional measures in Year 4 to boost pupils where necessary.

67% of disadvantaged pupils passed the Year 1 phonics screen compared to 69% in the previous year and 91% of all pupils. The gap between disadvantaged pupils and non-disadvantaged remained stable (percentage decrease is not an increase in number of actual children) despite significant SEND needs within the year group showing that interventions in place are having an impact for disadvantaged pupils. Additional phonics practice has been placed in EYFS to enable disadvantaged pupils to keep up with their peers, alongside additional practice in Year 1 for disadvantaged children who have fallen behind their peers, which will remain in place to continue closing



the gap.

Since the beginning of the current PP strategy, Redlands has implemented various activities to enhance children's emotional resilience. Key initiatives include emotion identification games, mindfulness techniques, and role-playing scenarios that facilitate emotion regulation. Staff model emotional awareness and conduct check-ins, while positive reinforcement celebrates healthy behaviours. The Family Support Assistant provides parental guidance, and the Emotional Literacy Support Assistant conducts individual and group sessions for skill-building. Training on the Restorative Behaviour Approach has begun to empower children to understand and manage their emotions.

*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.*