

SMRP Pupil premium strategy 24/25 & Review of 23/24

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	St Mary Redcliffe Primary
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Christina Brugger
Pupil premium lead	Meg Stacey
Governor / Trustee lead	Ant Couzens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,133,00
Recovery premium funding allocation this academic year School Led Tutoring Grant	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	n/a
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£178,133.00

Part A: Pupil premium strategy plan

Statement of intent

SMRP Primary school is a vibrant and inclusive inner-city school with a diverse community. We believe that every child deserves a high-quality education in a safe, nurturing, and stimulating environment. Our dedicated staff team is committed to providing a curriculum that not only meets academic standards but also fosters creativity, curiosity, and a love for learning. We aim to inspire our students to become confident, compassionate, and responsible citizens. With a strong emphasis on collaboration, we value the partnerships between our school, families, and the wider community.

In knowing our families and starting with the needs of individual pupils we have an understanding of how socio-economic disadvantage can impact our children's well-being and learning.

Our school values of hope, empathy, acceptance, respect, thankfulness and selflessness underpin the intent of this strategy. We want our disadvantaged children to reach their full potential. We want them to leave our school having attained national expected outcomes in core subjects in line with their peers, and with elevated life chances. We also want to provide them with opportunities of enrichment that may otherwise not be available to them, to broaden their imaginations and open up worlds of possibility to them. We encourage all children to take part in the enriching activities provided by our curriculum and provision is in place to ensure our disadvantaged children are never excluded from these opportunities due to financial constraints.

We use the EEF tiered approach as a basis for our approach to spending for disadvantaged pupils:

Quality First teaching- High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Targeted academic support- Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective pupil premium strategy.

Wider strategies – We recognise that many of the barriers to pupils' learning are wider than just their academic needs. With this in mind, we intent to support our disadvantaged pupils through wider strategies including: additional support with attendance, increasing parental engagement, increasing our focus on pupil wellbeing, additional support at lunchtimes.

Challenges

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

Challenge number	Detail of challenge
1	There are gaps between disadvantaged pupils and their peers in reading, writing and maths across the school.
2	Lower levels of language and communication, impacting on levels of attainment in reading and writing. Communication and Language data is significantly below the other areas in EYFS.
3	Attendance and punctuality of disadvantaged needs to improve as data shows that attendance of our disadvantaged pupils is lower. Discussions and data show that punctuality is also a concern for some children meaning key learning at the start of the day is missed.
4	Many children have behaviour needs and require support to regulate.
5	Many children have social and emotional issues. Many children have experienced a high number of ACES. Lots more children need support with mental health and wellbeing in order to be ready to learn.
6	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
7	Low levels of parental engagement and support from home

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
To improve academic outcomes across the school	PP children to be broadly in line with expected standards at EYFS (GLD); Year 1 phonics, KS1 and KS2 reading, writing and Maths and the multiplication test in year 4
Attendance to continue to improve	Attendance for our PP children to be broadly in line with National averages. The number of persistent absentees will reduce. The number of lates will have reduced.
Disadvantaged children will access a rich range of curricular and extra-curricular opportunities and experiences during their time at SMRP.	Children will be able to talk about opportunities and experiences they have had at school and have the cultural capital necessary to succeed in their next phase of education.
The SEMH needs of children are comprehensively met	Children with SEMH needs are increasingly able to access learning within the classroom.
Disadvantaged children show greater engagement and self-regulation.	Disadvantaged pupils demonstrate positive learning behaviours within lessons. Children are ready to learn and have strategies to self-regulate.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £54,844

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Support Assistants to target in class support through quality first teaching and feedback.</p>	<p>EEF –DELTA Project- ‘Use TAs to supplement what teachers do, not replace them’ The preparedness of LSAs also relates to their ongoing training and professional development. LSAs should be trained so they fully understand the principles of the approach and the techniques required to apply it.</p> <p>“The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.”</p>	<p>1.2.4.6</p>
<p>Revised lesson structure for maths lessons based on pedagogical understanding.</p>	<p>Rosenshine promotes the use of guided practice, independent practice, and designing tasks so that students achieve a high success rate. The I do, we do, you do approach helps students to experience success at every stage. The gradual release of responsibility helps students to continue being successful throughout the guided practice (we do) and independent practice (you do).</p>	<p>1</p>
<p>Revising of English curriculum to ensure it is age and stage</p>	<p>The writing curriculum often introduces complex tasks too early, before many pupils are equipped with the</p>	<p>1,2,</p>

<p>appropriate for learners including use of WellCome resources to support communication and language in EYFS and new GR scheme in KS2.</p>	<p>necessary foundational knowledge and skills that underpin these.</p> <p>Make sure that the curriculum takes full account of the foundational knowledge and skills outlined in the national curriculum that pupils need in reading, writing and spoken language to carry out more complex tasks; provide sufficient high-quality opportunities to practise these key components in the planned curriculum</p> <p>March 2024- Telling the story: the English education subject report.</p> <p>Telling the story: the English education subject report - GOV.UK</p>	
<p>Implementation of Number Sense in LKS2 and training for teachers and leaders.</p>	<p>Number Sense proven impact: Schools taking part in our two-year pilot increased their average MTC scores from 19.9 out of 25 before using the programme, to 22.8 out of 25.</p> <p>Research Principles informing NSM Number Facts® Number Sense Maths</p>	1
<p>Implementation of new handwriting schemes (ULS in EY/KS1 and Letterjoin in KS2.</p>	<p>Develop pupils' transcription and sentence construction skills through extensive practice</p> <ul style="list-style-type: none"> • Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. • Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting. <p>March 2024- Telling the story: the English education subject report.</p> <p>Telling the story: the English education subject report - GOV.UK</p> <p>Most schools do not give pupils enough teaching and practice to gain high degrees of fluency in spelling and handwriting.</p>	1

Implementation of Drawing Club in EYFS	<p>There is strong evidence that teaching and modelling vocabulary to children in the early years can have a positive effect on their oral language skills</p> <p>Explicit vocabulary teaching strategies have been shown to be effective, both alone and in combination with <u>implicit</u> vocabulary teaching strategies</p> <p>EEF Communication and Language</p>	1,2,3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £64,303

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention to support PP children through pre-teaching/catch up and further interventions.	<p>‘The one teaching intervention that could most benefit a range of students, including those in disadvantaged groups, is the use of pre-learning and over-learning’ – Daniel Sobel – Narrowing the Attainment Gap.</p> <p>Through following the DELTA project and EEF guidance on ‘Making the best use out of teaching assistants’ we will use TAs to improve quality first teaching, deliver effective interventions and develop children’s skills such as independence. “The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.” EEF</p> <p>“There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils’ specific needs; and that it can be particularly effective for disadvantaged pupils.” EEF. “Evidence indicates that one to one tuition can be effective, providing approximately +5 additional months progress on average.” - EEF</p>	1,2,3
Behaviour Intervention support	<p>Figures from the DFE, pupils who receive FSM are more likely to receive permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behavior. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social, emotional skills.</p> <p>EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	4,5

Nurture Interventions	<p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements seem more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers were committed to the approach appeared to be important. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.</p> <p>EEF Teaching and Learning Toolkit</p>	4,5
LSA to deliver snappy interventions across EY/KS1 and KS2 for phonics	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>EEF Teaching and learning Toolkit + 5 Months</p> <p>“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.” – EEF</p>	6,2
Reading Volunteers from Ablaze	<p><i>National Literacy Trust</i></p> <p>Levels of reading enjoyment were found to be weakest for children from disadvantaged backgrounds, with over 60% of children on Free School Meals saying they don't enjoy reading in their free time. We know from recent exam data [2022 KS2 attainment data, gov.uk] that over a third of children on Free School Meals are leaving primary school without reaching the expected level of reading, and with poverty rates rising this number is in danger of increasing. A widening attainment gap means that even more children could fall behind their more affluent peers in their education and literacy skills, which can go on to have a lifetime impact.</p>	1,2,6

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

Budgeted cost: £58,986

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged children have SEMH support to	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-	5,4,

<p>enable them to access learning.</p> <p>-Bridge -Supervision</p>	<p>management of emotions, rather than focusing directly on the academic or cognitive elements of learning. +4 months</p> <p>EEF- Parental engagement +3month</p> <p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements seem more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers were committed to the approach appeared to be important. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.</p> <p>EEF Teaching and Learning Toolkit</p>	
<p>Improve attendance for our DA children and support them in readiness to learn with Walking Bus and breakfast club.</p>	<p>“Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.” EEF</p>	3
<p>Full time FLW to support families, transition and increasing engagement of families.</p>	<p>“Parental engagement has a positive impact on average of 4+ months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Both targeted behavioural interventions and universal approaches have positive overall effects (+ 4 months).” – EEF.</p>	3,4,5,7
<p>Extra-curricular opportunities – to provide access to sport, music and singing opportunities.</p> <p>Funding trips and after school clubs so children can experience a range of cultural experiences.</p> <p>Educational visits</p>	<p>“Overall, the average impact of arts participation on other areas of academic learning is about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.” - EEF.</p>	7

Clubs Year 6 Camp	“There is evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. The average impact of the engaging in physical activity interventions and approaches is about an additional one month’s progress over the course of a year. This is based on core academic attainment, but physical activity has important benefits in terms of health, wellbeing and physical development too.” - EEF.	
Bristol Sport Mentoring Programme	“There is evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. The average impact of the engaging in physical activity interventions and approaches is about an additional one month’s progress over the course of a year. This is based on core academic attainment, but physical activity has important benefits in terms of health, wellbeing and physical development too.” - EEF.	5,4,
Welfare support e.g. clothing, toothbrushes	Maslow's Hierarchy of Needs The most basic category of needs that humans have are physiological. These are our survival needs, and the first things we need to achieve before we move on towards more complex and aspirational needs in life. Our physiological needs include our bodily requirements like sleep, food and water as well as the basics of shelter and clothing. If we lack any of these needs, we need to fulfill them before we can be motivated to pursue other needs.	7,5

Total budgeted cost: £ £178,133,00

Part B: Review of outcomes in the previous academic year

To improve academic outcomes across the school

- Continued work with the English Hub to ensure consistent teaching of phonics and rigorous assessment ensures interventions are well matched to children’s gaps.
- LSAs are deployed effectively. Morning and afternoon meetings ensure all staff have time together.
- Data comparing 23/23 to 23/34 shows number of PP children achieving ARE is increasing in majority of year groups across reading, writing and maths.

PP Reading

Year Group	Term 6 ARE (22-23)	Term 6 ARE	Difference
Year 1		43%	
Year 2	50%	54%	+4%
Year 3	50%	52%	+2%

Year 4	54%	61%	+7%
Year 5	64%	42%	-22%
Year 6	38%	54%	16%

PP Writing

Year 3	44%	38%	-6%
Year 4	23%	44%	+21%
Year 5	50%	32%	-18%
Year 6	31%	54%	+23%

PP Maths

Year Group	Term 6 ARE (22-23)	Term 6 ARE	Difference
Year 1		36%	
Year 2	41%	54%	+13%
Year 3	50%	57%	+7%
Year 4	54%	61%	+7%
Year 5	86%	58%	-28%
Year 6	31%	62%	+31%

- DA and Non-DA Gap Analysis for end of KS1 and end of KS2 shows gap is narrowing between disadvantaged and non-disadvantaged.

Year 2	Reading	Writing	Maths
T6 Gap (22-23)	41%	42%	38%
T6 Gap	25%	32%	23%
Difference	16%	10%	15%

Year 6	Reading	Writing	Maths
T6 Gap (22-23)	41%	40%	45%
T6 Gap	27%	22%	9%
Difference	14%	18%	36%

To ensure all new arrivals to school have sufficient and targeted support in accessing the curriculum

- By May 2024 we had 68 new arrivals and 34 new arrivals had left by May. large numbers joining and leaving the school with little notice
- Growth Funding bid successful and allowed for increased staffing to run interventions and extra support for new arrivals and families. Children made significant progress in EAL interventions, more confident to apply English and speak in full sentences.
- Successful welcome event to engage families and close working with Schools of Sanctuary
- Updated policies and procedures in place
- Introduction of new interventions- Racing to English-children made good progress in intervention.
- Quality training with Better Bilingual and SLT completed EAL Champions Course

Attendance to continue to improve

- Whole school attendance was 93%. DA attendance still currently still below the rest of the school but still being targeted.

- Attendance between T1-T4 increased slightly for PP children
- Large amount of movement in the school with new arrivals moving to new areas but not getting school place immediately-this had large impact on attendance of DA.
- Walking bus was offered daily to walk children to school for breakfast club to ensure children are at school on time and have breakfast and ensuring they are ready to learn. 20-30 children attending walking bus daily-majority are DA.
- CPOMS used to monitor attendance and punctuality of identified children; phone calls and parent meetings set up to tackle consistent lateness and non-attendance.

Disadvantaged children will access a rich range of curricular and extra-curricular opportunities and experiences during their time at SMRP.

- All DA children accessed trips and visits as part of curriculum for example SS Great Britain and Caerleon. Deep dives show these opportunities give children experiences to support their learning.
- DA children have accessed extra curricula clubs including netball, Bristol sports clubs and languages
- Holiday club at Windmill Hill City Farm for DA children has been well attended throughout all holidays.
- 24 DA children accessed Farm Club weekly throughout the year as part of enhanced curriculum offer for DA
- All DA children in year 4 and 6 completed Bike ability Training
- 12 DA children attended 3x days at Belmont Estate –outdoor learning provision – increased confidence

The SEMH needs of children are comprehensively met, and disadvantaged children show greater engagement and self-regulation.

- 12 DA children attended 3x days at Belmont Estate –outdoor learning provision – increased confidence
- Pupil interviews and behaviour survey shows children understand ZOR and find ZOR tables useful. It helps them to understand own and others behaviour.
- Support from Bridge for targeted pupils and families has meant children are more able to access learning and in class teaching.
- Supervision for staff working with high-needs children has supported children and ensured consistent approaches. Support for DA families has enabled children to have SEMH needs met, particularly through lock downs where support was virtual.
- Whole school SEMH plans to support children to use the ZOR to self-regulate
- Children consistently use the ZOR to understand their emotions and the ZOR tables are used when children recognise they need to regulate.
- SEMH interventions are used across the school targeting DA children to support them to understand their emotions and strategies to regulate themselves.

Pupil premium strategy outcomes

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

Externally provided programmes

Programme	Provider
Evaluate Mentoring	Bristol Sport
Outdoor Learning Provision	Belmont Estate learning team
Play Therapy	Bridge Counselling Service

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a