

Pupil premium strategy statement

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 last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Reynolds Academy
Number of pupils in school	416 (Including nursery)
Proportion (%) of pupil premium eligible pupils	27.46%
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 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Rebecca Scott Principal
Pupil premium lead	Rebecca Scott Principal
Governor / Trustee lead	Melanie Portlock Staff Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145, 425
Recovery premium funding allocation this academic year	£16, 095
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£161, 520

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. As a team, we work collectively to identify potential barriers to learning for our disadvantaged pupils and how we can address their learning needs.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who have any other identified needs, such as young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

Our strategy is also integral to wider school plans for education recovery, including targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point a need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our curriculum is organised to provide all pupils with the skills and knowledge to achieve success in life. Our aim is to inspire and challenge all learners to aspire to achieve. We do this by providing a broad and balanced education for all children whilst ensuring their knowledge is fully developed to support their social, moral, spiritual and cultural awareness to promote diversity and key values.

Challenges

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

Challenge number	Detail of challenge
1	A large number of pupils start school with reading, comprehension, oral language and communication skills that are below and well below average. This is evidenced through assessments, observations and discussions with pupils which indicate undeveloped skills in these areas. These are evident from Nursery through the Key Stage 2. We consider this to be more prevalent among our disadvantaged pupils than their peers.
2	During their early education, assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics
3	Outcomes for disadvantaged pupils have traditionally been lower than their peers in reading, writing and mathematics. Although this has been a continued area for development, attainment rates and progress rates for disadvantaged pupils, generally still remain below those of their peers.
4	Readiness to learn, motivation, resilience and confidence barriers for disadvantaged children could have a detrimental effect on their academic progress; many pupils have significant SEMH needs.
5	A number of the disadvantaged pupils have special educational needs and a number of the disadvantaged pupils are vulnerable, and receive support from external agencies for a variety of reasons.
6	Parental support and low aspiration, outlined by the local context of the academy. In September 2019, North East Lincolnshire was ranked 16/324 areas (1 being the worst), when ranked across healthiness; crime; economic poor health and unqualified population. The academy is in the highest deprivation quintile band.
7	Attendance for disadvantaged pupils is lower than their peers; this is an on-going challenge, both for disadvantaged children and their peers.
8	The impact of Covid-19 has had a negative impact on pupils who may have had to isolate for short or extended periods of time. This has had a significant impact on learning. This could be enhanced for some, due to a lack of technology which could make home learning more challenging.

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
<p>All pupils will have access to high quality teaching, including targeted interventions, and a well sequenced and broad curriculum will be offered across all key stages.</p>	<p>Outcomes for pupils are strong across all key stages for the majority of pupils.</p> <p>All pupils make, at least, good progress from their start of year baseline points.</p> <p>Teaching is of a high quality, as measured through outcomes and general monitoring of lessons and the quality of work.</p> <p>A full plan of interventions has ensured additional support has been put in place and has had an impact.</p> <p>Additional support, through catch-up funding, has supported identified individuals and has had an impact.</p> <p>A full CPD programme is in place offering a wide range of opportunities to further improve the quality of teaching.</p>
<p>Disadvantaged pupils gain cultural capital, through the curriculum, helping them to expand their knowledge and skills, enhance their talents, create wider and new interests; preparing them for next educational phase and life after school.</p>	<p>The curriculum is broad and exciting and gives opportunities for all pupils to experience a full range of subjects on a weekly basis.</p> <p>A full programme of after school clubs is in place, which are well attended by pupils, including disadvantaged pupils.</p> <p>A wider enrichment programme is available for all pupils, including educational visits; external visitors and leadership opportunities.</p> <p>Pupils are exposed to potential employment opportunities, both locally and nationally to broaden their horizons; enthuse and engage and give them a goal to strive towards.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils, especially for younger pupils when they enter the school in Early Years and through KS1.</p>	<p>Assessments and observations indicate significantly improved oral language among all pupils, including disadvantaged pupils.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Improved reading attainment and progress among disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2024/25 show that attainment and progress for disadvantaged pupils is 'at least' as high as their peers.</p>
<p>Improved maths attainment and progress or disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 show that attainment and progress for disadvantaged pupils is 'at least' as high as their peers.</p>

<p>To achieve and sustain improved wellbeing for all pupils in our school, ensuring all SEMH needs are identified and addressed, particularly for our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in the number of children requiring additional support, both internally and externally • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 1%. • the percentage of all pupils who are persistently absent being below 13%, based on historical figures, with the gap narrowed between disadvantaged pupils and their peers.

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: £85,031.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase a DfE validated Systematic, Synthetic Phonics programme to secure stronger phonics teaching for all pupils – ensure training is in place for all staff.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Purchase of standardised diagnostic assessments, including investment in Testbase and Salford Reading Tests - training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 3
Invest in high quality CPD, including the National College and the ECT and NPQ programme to support teachers and curriculum leaders across all aspects of the curriculum to improve outcomes for disadvantaged pupils and their peers.	Generally, to provide staff with the tools to enhance best practice across a wide spectrum of areas to improve outcomes for all pupils. A balanced approach to successful... Research Schools Network	1, 2, 3, 4, 5

<p>Regularly re-visit provision and investment for reading, including on-line programmes and physical books, and resources for updating the new library and reading room with engaging and wide-ranging materials.</p>	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 2, 3</p>
<p>Explore and invest in materials and training to support the teaching of mathematics, including testing materials and resources to support bar modelling, through the White Rose programme and Third Space learning.</p>	<p>Enable pupils to develop a rich network of mathematical knowledge</p> <p>Emphasise the many connections between mathematical facts, procedures, and concepts.</p> <p>Ensure that pupils develop fluent recall of facts.</p> <p>Teach pupils to understand procedures.</p> <p>Teach pupils to consciously choose between mathematical strategies.</p> <p>Build on pupils' informal understanding of sharing and proportionality to introduce procedures.</p> <p>Teach pupils that fractions and decimals extend the number system beyond whole numbers.</p> <p>Teach pupils to recognise and use mathematical structure.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1, 4, 5</p>

Review and implement a new feedback and marking policy to ensure all pupils receive high quality feedback in order for them to make rapid progress in their learning, with an emphasis on quality verbal feedback.	Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor the impact on staff workload. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	3
Purchase materials and resources across curriculum subjects to support the delivery of the wider curriculum to help motivate and engage pupils.	Generally, to support pupil engagement and invest in wider talents to raise general outcomes and support literacy and numeracy through all subjects.	3, 5
Support staff through CPD to emphasise the importance of metacognition and self-regulation approaches to teaching and learning.	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2, 3, 4, 5
Invest in time for middle leaders with particular responsibilities for key areas such as English, Mathematics and Teaching and Learning to research and support staff with relevant strategies.	Generally, to support monitoring of teaching, marking and feedback and to support teachers with training to raise outcomes in reading, writing and mathematics.	3, 4

Continue to invest in the FFT assessment system, including add-ons, to help identify gaps in learning, especially for disadvantaged pupils.	<p>Use assessment to build on pupils' existing knowledge and understanding</p> <p>Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £52,129.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued participation in Nuffield Early Language and Learning Intervention or similar, to improve listening, narrative and vocabulary skills for disadvantaged pupils and their peers, who have relatively low spoken language skills. Dedicated TA to deliver the sessions so that more children benefit.	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 2

<p>Additional phonics sessions with targeted support for disadvantaged pupils. Regular monitoring and screening to track progress and provide additional support, where necessary.</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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2</p>
<p>Explore further/different options for the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Provision from external providers had little impact so will further explore use of in school tuition.</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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3, 4, 5</p>

Investment in an additional teaching assistant, particularly to support identified pupils, including disadvantaged pupils, with SEMH barriers to learning	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>https://educationendowment-foundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
A full programme of interventions to support disadvantaged pupils and their peers to enhance the teaching in the classroom, with a focus on academic catch-up, as well as addressing any other additional needs.	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>https://educationendowment-foundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3
Investment in external agencies such as Fortis to provide play therapy for disadvantaged pupils to address individual needs to support their well-being and consequently enhance their learning.	<p>Generally, we find that pupils who have support from such services are better prepared for learning.</p>	4
Invest in CPD for support staff, both internally and externally, to ensure quality provision is in place for the delivery of small group interventions.	<p>Generally, to ensure the delivery of quality intervention programmes for pupils to improve outcomes.</p> <p>A balanced approach to successful... Research Schools Network</p>	3

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

Budgeted cost: £24, 359.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in an EWO to support improved attendance for disadvantaged pupils, including targeted strategies to support individual families.	Better attendance will naturally lead to better outcomes due to consistency and regularity of learning.	7
Investment in a wide range of support packages for staff to deliver enriching PSHE sessions to support well-being and other aspects of health.	<p>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL 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 are committed to the approach appear to be important.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4

<p>In conjunction with the Sports Premium funding, ensure there is a vast array of opportunities for disadvantaged pupils to improve their health and fitness and be involved in a very wide range of sporting opportunities.</p>	<p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils' access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>4, 6, 8</p>
<p>Invest in a very full enrichment programme, including after school clubs and external visitors to widen interests; motivate and discover and encourage new talents.</p>	<p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>Generally, we feel that any engagement in such activities will help to build confidence and self-esteem to support learning and raise aspirations.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>4</p>

<p>Provide opportunities for pupils to experience knowledge of potential career outlets, locally, regionally and nationally through liaising with businesses and companies.</p>	<p>The existing wider evidence suggests that the relationship between aspirations and attainment is not straightforward. In general, approaches to raising aspirations have not translated into increased learning. Approaches linked to gains in attainment almost always have a significant academic component, suggesting that raising aspirations in isolation will not be effective.</p> <p>However, we feel this is an area to focus on as part of our programme as there is not as tradition of higher education in our community.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>4, 6</p>
<p>In conjunction with wider CPD, monitor incidents of low-level disruption and address through whole school initiatives and individual support, where relevant for identified pupils.</p>	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>4, 6</p>
<p>Fruit provided for all pupils not just EYs and KS1 and implementing breakfast provision. The academy recognises that pupils have an early start to the day and many arrive at school without breakfast.</p>	<p>Trussell Trust Research Research and advocacy - The Trussell Trust</p> <p>Survey conducted by National Education Union which showed that poverty and low income were having a detrimental effect on a child's education.</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

Total budgeted cost: £145, 425

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 2021 to 2022 academic year.

The following summarises the attainment outcomes for Year 6 pupils, based on teacher assessment:

Key Stage 2 Outcomes (based on teacher assessment)	All pupils		
Disadvantaged pupils			
Non-disadvantaged pupils			
% of pupils achieving the expected standard in reading, writing and mathematics	28%	22%	30%
% of pupils achieving the expected standard in reading	67%	67%	68%
% of pupils achieving the expected standard in writing	33%	28%	35%
% of pupils achieving the expected standard in mathematics	59%	50%	63%
% of pupils achieving the higher standard in reading	19%	28%	15%
% of pupils achieving the higher standard in writing	2%	0%	3%
% of pupils achieving the higher standard in maths	3%	0%	5%

- Outcomes were disappointing, especially when compared with the last official data point in 2019.
- Interventions have been regularly reviewed by teachers and adapted. Provision maps have been used but are being reviewed to make more effective;
- Data shows a mixed picture, relating to progress. Of the 58 children, 33% were Pupil Premium and 15% SEN.
- As highlighted above, the picture is mixed, regarding outcomes at the end of KS2, with some disadvantaged individuals doing very well. However, overall, the disadvantaged pupils did not attain as well, particularly when achieving greater depth;
- Strategies for improving outcomes formed one of our key priorities on our development plan, impact being reviewed and reported to governors termly;
- A full range of interventions were in place, though this was disrupted and hampered during periods throughout the year due to Covid-19; this made it challenging to put all the necessary and intended support in place;
- Targeted support was in place and significant investment was made in resources and additional support to support catch-up.
- Interventions have been regularly reviewed with heavier emphasis on measuring the impact. Provision maps have not been use as extensively as in previous years as they are being reviewed to ensure they are both time effective for teachers and provide information that can be used to improve outcomes.
- The above included supporting pupils with SEMH needs, both internally and externally;
- Pupil Progress meetings had a clear focus on disadvantaged children.
- Heavy investment in certain projects took place to raise outcomes and engagement e.g. a new library; a new reading room; and development of our wildlife areas and

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
Play Therapy	Fortis
SEMH support	Compass Go
Educational Psychologist	Lincolnshire Psychology Service
Music tuition	MAPAS
Music resources	Charanga
Languages support resources	Language Angels
Reading resources	Spelling Shed, Big Club Salford Reading and Comprehension
Phonics resources	Bug Club
Times Tables support	TT Rockstars
Spelling and Maths Shed resources	Ed Shed
Maths resources	Third Space Learning, White Rose, Manga High, Testbase
Sports fixtures and programme	NE Lincs Sports Partnership

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

In conjunction with other funding, general strategies to also enhance provision for all pupils, including disadvantaged pupils:

- Invest in time for curriculum leaders to improve provision and monitoring of their subject areas to further improve outcomes across the curriculum.
- Facilitate time for teachers to consider and identify individual barriers to learning and consequent learning needs for pupils to ensure strategies are put in place for individuals.
- Work collaboratively across the Trust to generate and share ideas and implement joint strategies to enhance learning.
- Ensure there are multiple opportunities to share and celebrate achievement with pupils and the wider Reynolds Academy family through assemblies, social media and in person presentations.

