

Pupil premium strategy statement 2023-2026

(Part A: New Plan 2024-2025 and Part B: review of pupil premium strategy 2023-2024)

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 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	Red Marsh School
Number of pupils in school	134
Proportion (%) of pupil premium eligible pupils	61% (66 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026* *The focus of our plan and targets will remain the same for three years. However, data will be analysed yearly to confirm positive impact and allow amendments to the strategies.
Date this statement was published	1st September 2024
Date on which it will be reviewed	August 2025
Statement authorised by	Mrs J Slater
Pupil premium lead	Mrs T Taylor
Governor lead	Mrs S Hargreaves

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,810 (April 24 – March 25) Indicative
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£86,810 (April 24 – March 25) Indicative

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective is for our disadvantage pupils to make at least the same progress as their peers, reducing any gaps that disadvantage may create.

Our strategy plan aims to address the key area that we have identified as a barrier to learning for our pupils in receipt of Pupil Premium. This area is communication.

Challenges

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

Challenge number	Detail of challenge
1	Reduced priorities and resources to facilitate and support communication
2	Reduced opportunities to engage in a wide range of experiences beyond the home reducing communication and language acquisition
3	Reduced stability within the home creating a need to support families to provide a stable environment which enables effective communication opportunities to take place
4	A lack of understanding of how to support communication at home (A lack of effective communication is a barrier to all learning)

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 (Aim)	Success criteria (Evidence of Impact)
The large majority of EOKS pupils will achieve at least 65% - 79% of their EOKS personalised communication outcomes .	Analysis of EOKS outcomes and evidence will demonstrate over 65% - 79 % of pp pupils will have achieved their personalised EOKS, outcomes as outlined in their EHCP plan, for communication / interaction.
In basic skills i.e. cognition and learning or English 65% - 79% the large majority of KS1-KS4 pupils in receipt of pupil premium will make expected or exceed expectations.	When benchmarked against the NWSCAP progressions tables the large majority of pupils will make expected or exceeded progress in cognition and learning or English.
The progress of pupil premium pupils will be the same or similar to their peers	Comparative data analysis will identify pp pupils achieve at least as well as their peers

Wider Outcomes	
The large majority of EOKS pupils will achieve at least 65% - 79% of their EOKS personalised Social Emotional and Behaviour outcomes	Analysis of EOKS outcomes and evidence will demonstrate over 65% - 79% of pp pupils will have achieved their personalised EOKS, outcomes as outlined in their EHCP plan for social emotional and behaviour targets
The vast majority of pp EOKS 4 pupils will apply their skills to achieve the ASDAN Transition Challenge Award	80 % EOKS for pupils will be accredited through ASDAN a Transition Challenge Award

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: met through school budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers take all opportunities to develop communication across the curriculum. Given time to liaise and develop resources with SALT, pupil premium champion and HLTA's.	See below	1, 2, 3, 4

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

Budgeted cost: £76,519.85 topped up by school budget to ensure additional TA throughout the day to support communication.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Two stage communication strategies and interventions</p> <p>Cohort 1 – Universal provision for pupil premium children .</p> <p>Increased opportunities for high quality communication and language interactions and teaching throughout the day. <i>Facilitated through the addition of an extra TA to each class team, funded through PP grant. Increased ratio of adult to child.</i></p> <p>Cohort 2 – Specialist input for pupils requiring additional support to</p>	<p>Internal data supports using PP funding to provide targeted communication strategies and interventions to support disadvantage pupils to make at least the same progress as their peers, reducing any gaps that disadvantage may create</p> <p>This is supported by EEF who identified oral language interventions have very high impact for very low costs based on extensive evidence</p>	1 and 2.

<p>develop their personalised communication acquisition.</p> <p><i>Facilitated by two HLTAs - HLTA can release the teacher or support the teacher to assess, plan and deliver communication interventions; work with the child when interventions need to take place outside of class; contact SALT for additional support; create resources; train /upskill other staff to deliver interventions within the classroom.</i></p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,290.15 Family Worker 15 hours a week for 39 weeks

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted home school family links	EEF identifies when a parent can work directly with their child one to one this typically shows greater impact on the child is learning. Therefore helping families to be stable enough to provide time with their child support families to provide these one to one opportunities.	1, 2, 3 and 4

Total budgeted cost: £86,810

Part B: Review of outcomes in the previous academic year 2023-24

Pupil premium strategy outcomes

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

Aim	Outcome	Impact
<p>The large majority of EOKS PP pupils will achieve at least 65% - 79% of their EOKS personalised communication outcomes.</p>	<p>Analysis of EOKS outcomes and evidence will demonstrate over 65% - 79% of pp pupils will have achieved their personalised EOKS, outcomes as outlined in their EHCP plan, for communication / interaction.</p>	<p><u>Achieved</u> The large majority of EOKS pupils 71% (15 pupils out of 21 pupils) achieved at least 65% - 79% of their EOKS personalised communication outcomes.</p>
<p>In basic skills, i.e. cognition and learning or English 65% -79% (large majority) KS1 – 4 of pupils in receipt of pupil premium will make expected or exceed expectations.</p>	<p>When benchmarked against the NWSCAP progressions tables the large majority of pupils will make expected or exceeded progress in cognition and learning or English.</p>	<p><u>Achieved and exceeded</u> Pupils in receipt of pupil premium (KS1-KS4) (17 pupils) exceeded this target with 100% (17) pupils making expected or exceeded progress in cognition and learning or English.</p>
<p>The progress of pupil premium pupils will be the same or similar to their peers</p>	<p>Comparative data analysis will identify pp pupils achieve at least as well as their peers</p>	<p><u>Achieved</u> Education Health Care Targets for all EOKS pupils in KS1 – KS4 demonstrated that pupils in receipt of pupil premium achieve higher in the large majority or above of their EHCP targets than their peers in communication and interaction and Physical Development. For English and Mathematics pupils in receipt of pupil premium 100% (KS1-KS4) (17 pupils) pupils made expected or exceeded progress in English and Mathematics. Compared to 79% (11 out of 14) non-pupil premium pupils who made expected or exceeded progress in English and 86% (12 out of 14) non-pupil premium pupils who</p>

		<p>made expected or exceeded progress in Mathematics.</p> <p>The EYFS data demonstrates that 100% (4) of pupil premium children and 100% non-pupil (4) premium children have made expected or embedded progress in each of the seven areas of learning.</p> <p>The data also demonstrated that pupils in receipt of pupil premium (4) achieved higher or the same as their peers in four areas of learning: Communication and Language; Personal, Social and Emotional Development; Literacy and Expressive Art and Design.</p>
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Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Outcome	Impact
The large majority of EOKS pupils will achieved at least 65% - 79% of their EOKS personalised Social Emotional and Behaviour outcomes	Analysis of EOKS outcomes and evidence will demonstrate over 65% - 79 % of pp pupils will have achieved their personalised EOKS, outcomes as outlined in their EHCP plan for social emotional and behaviour targets	<p><u>Achieved</u></p> <p>The large majority of EOKS pupils 76% (16 pupils out of 21 pupils) achieved at least 65% - 79% of their EOKS personalised social emotional and behaviour targets</p>
The large majority of pp EOKS 4 pupils will apply their skills to achieve the ASDAN Transition Challenge Award	80 % EOKS for pupils will be accredited through ASDAN a Transition Challenge Award	75% (3 out of 4) pupils entered for Transition Challenge were awarded the highest level of accreditation gaining Gold Award 25% (1) pupil is continuing the award next year and is predicted to achieve a gold award.

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
No externally provided programmes were used	

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