

Raedwald Trust pupil premium and recovery premium strategy statement

This statement details Raedwald Trust'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 across our schools.

School overview

Detail	Data
School name (funding pooled centrally)	Raedwald Trust
Number of pupils in school	180 commissioned spaces
Proportion (%) of pupil premium eligible pupils (December 2021 cohort)	60%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Angela Ransby, CEO
Pupil premium lead	Ashlee Jacobs
Trustee lead	Robert Davison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,293
Recovery premium funding allocation this academic year	£30,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£75,003

Part A: Pupil premium and recovery premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across our schools when compared to their peers (including those who continue to access mainstream education), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our schools where funding is spent on whole-school approaches, such as high-quality teaching and specific curriculum development. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
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1	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in our schools.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

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 attainment for disadvantaged pupils in all subjects, but notably English and reading, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments and/or end of placement assessments at the end of our strategy in 2024/25. An increase in the number of disadvantaged pupils entered for GCSE subjects, particularly English. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and their peers.
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-	Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between

specific texts with challenging terminology.	disadvantaged pupils and their peers in our schools by the end of our strategy in 2024/25.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families. An increase in the number of disadvantaged pupils positively engaged in philosophy, ethics and citizenship curriculum.
Disadvantaged pupils feel better prepared for career progression and / or opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils are able to access high quality work experience and careers mentoring. By the end of 2024/25, disadvantaged pupils are progressing to higher or further education at the end of KS5 in the same numbers as 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

Budgeted cost: **£50,420.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of 2 leads for Quality of Teaching and Learning and Quality of curriculum and assessment at KS4 to develop, monitor and improve teaching across Key Stage 4 schools in line with DfE guidance (2 days/week)</p> <p>The leads will engage with research and external specialist support to develop the quality of teaching across KS4.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of subjects such as Mathematics, drawing on evidence-based approaches:</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p>	1

Creation of PRU specific Readers for Life curriculum for Key Stage 1	<p>EEF guidance identifies the key steps for improving literacy at Key Stage 1. https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf</p> <p>This purpose built (for PRU) reading curriculum will provide fully resourced, daily reading lessons for all children in Key Stage 1. The structure will ensure consistency of practice that implements current research and supports early intervention.</p>	1,2,3
Creation of PRU specific R.E. and citizenship curriculum	<p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p> <p>This curriculum will be fully resourced to enable pupils to achieve a GCSE and will support non-specialist teachers to ensure key learning themes are embedded within the cohort.</p>	1,5,6
CPD for teaching staff on developing pupils' mental models.	<p>Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)</p>	1
Purchase of a half day per week of Speech and Language Therapist (SALT) time.	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	2, 3

Targeted academic support

Budgeted cost: **£15,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers specialist to target post-16, careers guidance and transition support (2 days/week)	The Social Mobility Commission found that significant gaps in careers guidance for disadvantaged young people have resulted in two in five reporting they had not received any career guidance by the time they were 16. The road not taken: the determinants and consequences of post-16 education choices	5,6
Training pupils to use public transport. This will involve additional release time for two staff members.	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)	4,5,6
ELKLAN training to support staff expertise and targeted intervention for pupils with Speech, Language and Communication Needs.	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk) This has been endorsed by the Royal College of Speech and Language Therapists.	2, 3

Wider strategies

Budgeted cost: **£9,583.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting access to wider curriculum experiences such as school trips, external visitors and clubs in the community.	Students of all backgrounds should have access to high quality extra-curricular activities in order to boost essential life skills that facilitate academic attainment and future success. Sutton Trust: Potential for Success	4,5,6
Central monitoring of attendance and	The National Foundation for Educational Research found that	5,6

weekly pupil offer to support early identification of non-attendance and timetable access. (1 staff x 1 day/week)	being absent from school or moving schools appears to have a more adverse effect on disadvantaged pupils outcomes, than the outcomes of their more affluent counterparts. NFER: Being Present - the Power of Attendance	
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Total budgeted cost: £75,003.00

Part B: Review of outcomes in the previous academic year

Pupil premium and recovery premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were in general below what was anticipated.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence. As a short-term and temporary provision, the impact on specific learning may have started whilst pupils were in their mainstream setting.

We mitigated the impact on academic outcomes (for our pupils at that time) by our resolution to maintain a high quality curriculum, even when pupils were not in school, and by inviting our vulnerable and disadvantaged learners into school every day throughout lockdown. It was challenging to provide differentiated support to our pupils online; many of our pupils chose to attend site based learning.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

Externally provided programmes

Programme	Provider
Vocational qualifications (Levels 1 and 2) in construction, bricklaying, etc. for secondary aged pupils.	Eastern Region Training

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place an evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.