

Pupil premium strategy statement

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	Reynolds Academy
Number of pupils in school	383 (Including nursery)
Proportion (%) of pupil premium eligible pupils	29.76%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025 December 2026
Statement authorised by	Rebecca Scott Principal
Pupil premium lead	Rebecca Scott Principal
Governor / Trustee lead	Jane Auckett Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161, 320
Recovery premium funding allocation this academic year	
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, 320

Part A: Pupil premium strategy plan

Statement of intent

At Reynolds Primary Academy, we recognise through our internal assessments and monitoring, that those children in receipt of pupil premium funding, have achieved lower than their peers. It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress relevant to their starting points in all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already achieving well.

In addition to this, we will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are young carers or have SEND. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not, as we believe for these children to make good progress; it is not just about supporting them academically, but supporting their wider well being too.

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 (EEF 2021). In addition, carefully planned intervention and support groups will positively impact progress and narrow the gaps in learning. 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, notably in its targeted support through booster sessions and in-school tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils. Although some time ago now, many of our children and families are still feeling the effects of the pandemic, particularly with wellbeing and emotional regulation.

Through continued careful monitoring, we also respond to low levels and persistent absences, to try and ensure that all pupils have access to consistent and regular schooling.

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. Our approach and plans are also outlined in our School Development Plan and Post-Ofsted Action Plan. 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 through staff appraisal, pupil progress meetings and regular monitoring of data.

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 that impact on their academic progress.
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.

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 reading attainment among disadvantaged pupils and narrow the gap between pupil premium children and non-pupil premium children.	Pupil Premium data for reading will show comparably to that of non-pupil premium pupils and individual gaps in performance will have been narrowed.
To improve writing attainment among disadvantaged pupils and narrow the gap between pupil premium children and non-pupil premium children.	Pupil Premium data for writing will show comparably to that of non-pupil premium pupils and individual gaps in performance will have been narrowed.
To improve maths attainment among disadvantaged pupils and narrow the gap between pupil premium children and non-pupil premium children.	Pupil Premium data for maths will show comparably to that of non-pupil premium pupils and individual gaps in performance will have been narrowed.
For pupils who have SEND and are eligible for pupil premium to have improved outcomes.	Pupil Premium data for reading, writing and maths will show a sustained improvement and narrowing of any gaps with progress relevant to their individual starting points.
For pupils receiving pastoral support or support for their mental health to have improved well-being and for this to be sustained.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and observations of lessons. • Fewer children needing to access to external agencies to support with mental health and wellbeing, resulting in improved learning behaviours and readiness to learn.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/2025 demonstrated by:

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| | <ul style="list-style-type: none">• The overall absence rate for the vast majority of pupils being no more than 5%, and attendance for disadvantaged children will be in line with non-disadvantaged pupils. |
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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: £85,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to follow DfE validated Systematic, Synthetic Phonics programme to secure stronger phonics teaching for all pupils – ensure training is in place for all staff.</p> <p>Continue to show fidelity to our chosen scheme, ensuring all aspects are well embedded and follow up training for all staff has been provided.</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>	1, 2
<p>Use of standardised diagnostic assessments, including investment in Testbase and Salford Reading Tests - training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Mentoring of staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 3
<p>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.</p>	<p>Generally, to provide staff with the tools to enhance best practice across a wide spectrum of areas to improve outcomes for all pupils.</p> <p>A balanced approach to successful... Research Schools Network</p>	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</p>	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling</p>	1, 2, 3

<p>the new library and reading room with engaging and wide-ranging materials.</p>	<p>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>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 Emphasise the many connections between mathematical facts, procedures, and concepts. Ensure that pupils develop fluent recall of facts. Teach pupils to understand procedures. Teach pupils to consciously choose between mathematical strategies. Build on pupils' informal understanding of sharing and proportionality to introduce procedures. Teach pupils that fractions and decimals extend the number system beyond whole numbers. 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, 3, 4, 5</p>
<p>Review and implement the 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.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>3</p>

<p>Purchase materials and resources across curriculum subjects to support the delivery of the wider curriculum to help motivate and engage pupils. This is to include participation in Dolly Parton Imagination Library for all children up to 5 years of age.</p>	<p>Generally, to support pupil engagement and invest in wider talents to raise general outcomes and support literacy and numeracy through all subjects.</p>	<p>3, 5</p>
<p>Support staff through CPD to emphasise the importance of metacognition and self-regulation approaches to teaching and learning.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1, 2, 3, 4, 5</p>
<p>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.</p>	<p>Generally, to support monitoring of teaching, marking and feedback and to support teachers with training to raise outcomes in reading, writing and mathematics.</p>	<p>3, 4</p>
<p>Continue to support staff to effectively use both summative and formative assessment to help identify gaps in learning, especially for disadvantaged pupils.</p>	<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>	<p>3</p>

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

Budgeted cost: £48, 775.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions with targeted support for disadvantaged pupils including the bottom 20%, who require further phonics support to aid reading.</p> <p>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>	1, 2
<p>Continue to offer school-led tutoring. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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>	1, 3, 4, 5
<p>Investment in an additional teaching assistant, particularly to support identified pupils, including disadvantaged pupils, with SEMH barriers to learning through implementation of ELSA programme.</p>	<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</p>	4

	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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.	Small group tuition has an average impact of four months' additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
Investment in external agencies such as Compass Go for disadvantaged pupils to address individual needs to support their well-being and consequently enhance their learning.	Generally, we find that pupils who have support from such services are better prepared for learning.	4, 5
Invest in CPD for support staff, both internally and externally, to ensure quality provision is in place for the delivery of small group interventions.	Generally, to ensure the delivery of quality intervention programmes for pupils to improve outcomes. A balanced approach to successful... Research Schools Network	3

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

Budgeted cost: £32, 545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice as set out in the DFE's Improving School Attendance guidance. This will involve training and release time for staff to develop	Better attendance will naturally lead to better outcomes due to consistency and regularity of learning.	7

<p>and implement new procedures and work with attendance/support officers to improve attendance. This will result in improved attendance for disadvantaged pupils, including the provision of targeted strategies to support individual families.</p>	<p>Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)</p>	
<p>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>	<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 and opportunity to attend a residential trip.</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>	4, 6
<p>Invest in a full enrichment programme, including after school clubs and external visitors to widen interests; motive 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</p>	4

<p>Include provision of Forest School and community based gardening club.</p>	<p>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>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>The academy recognises that pupils have an early start to the day and many arrive at school without breakfast, so continue to offer breakfast club. Look at becoming early adopters of DFE initiative so</p>	<p>Trussell Trust Research Research and advocacy - The Trussell Trust</p> <p>Survey conducted by National Education Union which showed</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

that breakfast club can be offered free of charge.	that poverty and low income were having a detrimental effect on a child's education.	
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Total budgeted cost: £161, 320

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	34%	11.1%	48.3%
% of pupils achieving the expected standard in reading	61.7%	61.1%	62.1%
% of pupils achieving the expected standard in writing	42.6%	16.7%	58.6%
% of pupils achieving the expected standard in mathematics	51.1%	33.3%	62.1%
% of pupils achieving the higher standard in reading	21.3%	16.7%	24.1%
% of pupils achieving the higher standard in writing	2.1%	0%	3.4%
% of pupils achieving the higher standard in maths	12.8%	11.1%	13.8%

- Although 2024 outcomes were disappointing as a whole cohort, some individual children made some excellent progress from their starting points.
- There were 47 children in the cohort, 14 of these identified as having additional needs, 3 with EHCPs. Out of these 14 children, 6 were also disadvantaged.
- Interventions have been regularly reviewed by teachers and adapted.
- Data shows a mixed picture, relating to progress.
- 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.
- 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, including use of National Tutoring Programme.
- Interventions have been regularly reviewed with heavier emphasis on measuring the impact. Provision maps have not been used 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 outdoor learning areas;
- Overall attendance in 2023/2024 was higher than the preceding year at 94.52%. Absence for disadvantaged pupils was slightly lower than their peers at 92.43%.
- New initiatives that have taken place in relation to behaviour, values and ethos linked to the development of a new whole school approach and introduction of a new behaviour policy are now fully embedded.
- Further changes have been made to the wider curriculum.
- Our assessments and observations indicate that pupil behaviour, wellbeing and mental health are still having a significant impact on progress following the disruption to schools and learning following the Covid pandemic. This is more noticeable amongst disadvantaged pupils. Pupil premium funding has been used to not only provide academic support to pupils but also a significant amount of well-being and pastoral support, through targeted interventions and access to external providers.
- Support has also been provided to families in the form of subsidised visits and trips such as the Year 6 residential and attendance at the Young Voices concert.

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
SEMH support	Compass Go
Educational Psychologist	Lincolnshire Psychology Service
Languages support resources	Language Angels
Reading resources	Spelling Shed, Big Club Salford Reading and Comprehension, Reading Plus, Learning by Questions
Phonics resources	Bug Club
Times Tables support	TT Rockstars

Spelling and Maths Shed resources	Ed Shed
Maths resources	Third Space Learning, White Rose, Learning by Questions, Testbase
Sports fixtures and programme	NE Lincs Sports Partnership
Forest School	Nature Nurture
Community Gardening Project	VANEL
1:1 and Small Group Tutoring	

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.