

Pupil Premium Strategy Statement –Redhills Community Primary School

1. Summary information					
School	Redhills Community Primary School				
Academic Year	2019 - 2020	Total PP budget	£146,520	Date of most recent PP Review	2019
Total number of pupils	240	Number of pupils eligible for PP (38.4%)	92	Date for next internal review of this strategy	September 2021

2. Current attainment		
Achievement Criteria	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard or above in reading, writing & maths end of KS2	50	65
% achieving expected standard or above in reading at end of KS2	62.5	73
% achieving expected standard or above in writing at end of KS2	75	78
% achieving expected standard or above in SPAG at end of KS2	68.8	78
% achieving expected standard or above in maths at end of KS2	75	79
% achieving expected standard or above in reading at end of KS1	41.7	75
% achieving expected standard or above in writing at end of KS1	50	69
% achieving expected standard or above in maths at end of KS1	50	76
% pass the phonic screening test in Y1	57	82
% achieving a Good Level of Development at the end of EYFS	100	72

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	In some classes, historical underperformance of PP children, which needs to be addressed to further narrow gap with 'other' children.
B.	Unrelenting focus on PP progress from all staff. As a result, provision and interventions are timely, reviewed frequently, and adjusted swiftly where required.
C.	Provision needs to be targeted more effectively at need e.g. poor oral language and PSED on entry, boys, PP children with SEND, PP children with SEMH needs
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Low aspirations of child and family leading to lack of support at home.
E.	Disruption and trauma for children who have vulnerable home lives – leading to poor behaviour and higher risk of exclusion
F.	Our PP children can be disadvantaged by family's lack of education and ability to engage with other services
G.	Poor attendance and punctuality of children in receipt of PP

4. Desired outcomes (<i>Desired outcomes and how they will</i>)		Success criteria
A.	<p>Address historical underperformance of PP children across the school – specifically:</p> <ul style="list-style-type: none"> • PP boys, • PP children with SEND, • PP children with SEMH needs 	<p>Continue to narrow the attainment gap between PP and ‘other’ children nationally (narrowing the gap with national).</p> <ul style="list-style-type: none"> • PP pupils make better progress than ‘other’ pupils to reduce attainment gap. • Ensure that all PP children make at least expected progress from their starting points, and begin to catch up with their peers in school (narrowing in the in school gap). • Early identification of pupils eligible for PP in Reception, who do not have the on entry level for speech and language, and KS1 pupils who require S&L secure effective intervention to catch up. To ensure they make rapid progress by the end of the year so that pupils eligible for PP meet age related expectations. • Measured termly by teacher assessments and successful moderation practices established across the school and trust wide • Forensic analysis of PP pupils school wide data to better meet their needs academically and pastorally.
B.	<p>Improve attendance:</p> <ul style="list-style-type: none"> • Increase attendance rates • Lower persistent absence • Reduce L codes 	<p>PP pupils’ families are supported to ensure that they attend regularly and as a result increase attendance rates.</p> <p>PP pupils to lower persistent absences compared to ‘other groups’ through support and challenge.</p> <p>PP pupils to Improved punctuality of PP children which leads to a decrease in the number of L codes.</p>
C.	<p>Continue to improve parental engagement, expectation and understanding for PP pupils.</p>	<p>Increase engagement and satisfaction of parents in a range of activities to be measured through parental questionnaire and engagement in curriculum events.</p>

5. Planned expenditure					
Academic year	2019 - 2020				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> • PP pupils make better progress than 'other' pupils nationally to reduce attainment gap • Ensure that all PP children make at least expected progress from their starting points, and begin to catch up with their peers in school (narrowing in the in school gap). • Early identification of pupils eligible for PP in EYFS, who do not have the on entry level for speech and language, and KS1 pupils who require S&L secure effective intervention to catch up. To ensure they make rapid progress by the end of the year so that pupils eligible for PP meet age related expectations. 	<ul style="list-style-type: none"> • Accelerated Reader • Daily reading with an adult for PP pupils • 'Deeper Learning' Curriculum to increase cultural capital • School farm to give pupils independence and responsibility • Phonics intervention 1:1 	<p>Education Endowment Fund evidence:</p> <ul style="list-style-type: none"> • EEF + 5 months AR - Particularly effective for KS2 weaker readers • Meta-cognition and self-regulation (high impact +8) • Phonics teaching (moderate impact +4) • One to One Tuition (moderate impact +5) • Feedback +8 months 	<ul style="list-style-type: none"> • Curriculum enables pupils to develop their cultural capital. • Support plan for each teacher to enable them to have clear support and guidance which enables strong progress of all groups. • High-profile in school with displays, rewards and teacher moderation. • Staff will be trained how to use the software for maximum impact • AR leader to analyse non-readers and inform teachers. • Focused CPD on whole class reading • Focused CPD on AFL – 'Teaching Backwards' • Focus CPD on 'Deep Learning' (Mastery, collaboration and meta-cognition focus) • Peer tuition in reading (link class across school) 	WJ JC KW SB	

<ul style="list-style-type: none"> • Measured termly by teacher assessments and successful moderation practices established across the school and trust wide • Forensic analysis of PP pupils school wide data to better meet their needs academically and pastorally. 	<ul style="list-style-type: none"> • Library provision • Split classes weekly for intensive support- PE • After school clubs' • Standardised testing (PIRA/PUMA) • Implement DERIC (comprehension) 	<ul style="list-style-type: none"> • Mastery Learning +5months • PE +2months • Reading comprehension strategies +6months • EYFS case study showing the impact of the S&L and 1:1 SEMH (Thrive) intervention had on the attainment and progress. • Maths mastery in EYFS 	<ul style="list-style-type: none"> • Review each week in SLT – review of lesson observations, pupil interviews, book scrutiny using the PRAISE document assessments • Forensic tracking of progress through data and regular progress meetings with teachers • Each teacher to have specific identified goals – this will be monitored through regular evaluation and through meetings with school leaders • Progress meetings and flight paths half termly with a focus on PP children and their progress across the curriculum and their current needs • All pupils are assessed for any S&L difficulties and programmes, with support from S&L service, are designed and implemented. • Trust wide moderation to ensure validate standards and share expertise. • Curriculum to inspire and give pupils experiences they may not receive at home. 		
Total budgeted cost					£40,842.00

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils eligible for PP needs are met and supported through challenging periods of their lives and resulting in a reduced number of repeat exclusions.	<ul style="list-style-type: none"> • Parental engagement officer (Deputy Head) • Boxhall profile interventions • Pre-teaching in Maths • Tree House Leader • Safeguarding officer to support families • Forest Education training - £1200 • Tree House provision 	<p>Education Endowment Fund evidence:</p> <p>Behaviour interventions (moderate impact +3)</p> <p>Social and emotional learning (moderate impact +4)</p> <p>Outdoor adventure learning (moderate impact +4)</p> <p>Small Group Tuition (moderate impact +4)</p> <p>Parental engagement + 3months</p> <p>Self-regulation strategies +5months</p> <p>Social emotional learning strategies +3months</p> <p>Case Studies from 17/18 at Redhills</p>	<ul style="list-style-type: none"> • Clear and direct instructions on pupils' behaviours and banners. (SLANT/SHAPE/TTRUE) Questionnaire for parents to ensure needs are met • Analysis of Boxhall assessments –progress • Analysis of CPOMS to identify patterns of behaviour • Diverse range of parent workshops led by our new Deputy Head who is responsible for parental engagement. (coffee morning etc) • Monitor pupils' home learning, reading records and spellings, increasing parental engagement. • 	WJ JC KW SB	

iii. Other approaches					
iv.					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is	Staff lead	When will you review
<ul style="list-style-type: none"> PP pupils' families are supported to ensure that they attend regularly and as a result increase attendance rates. PP pupils to lower persistent absences compared to 'other groups' through support and challenge. PP pupils to Improved punctuality of PP children which leads to a decrease in the number of L codes. 	<ul style="list-style-type: none"> Whole school approach to managing attendance Babcock Attendance audit 13.12.19 PA/L/U pupils are well known by all staff and attendance and punctuality is checked by all staff members Any class who achieve 100% will win £50 or shared £50 with another class if both are 100% per week – healthy snack or enrichment activity EWO to support and challenge Babcock termly attendance report Performance related pay Half termly 100% attendance certificates in assembly Full term 100% attendance pupils will receive an attendance badge 100% per week given house token point Use of safeguarding Officer and assistant SENDCO to assist families with improving attendance Free wrap around provision: Breakfast club & sports club 	<p>Pupil Premium Awards to identify best practice – what has worked.</p> <p>Education Endowment Fund evidence:</p> <ul style="list-style-type: none"> Outdoor learning +4 months Engagement through the curriculum and after school clubs Pupil premium award schools, similar context and improved attendance drastically using these approaches. 	<p>EWO to be used effectively to identify at risk pupils and parents who will be challenged legally.</p> <p>Team leaders to hold teachers to account over their pupils' attendance and punctuality.</p>	<p>WJ JC KW SB</p>	

Total budgeted cost	£45,095.00
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6. Review of expenditure	
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Previous Academic Year	2018-19
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i. Quality of teaching for all			
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Desired outcome	Chosen action / approach	Success Criteria:	Lessons learned Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Cost
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<ul style="list-style-type: none"> • PP pupils make better progress than 'other' pupils nationally to reduce attainment gap • Ensure that all PP children make at least expected progress from their starting points, and begin to catch up with their peers in school (narrowing in the in school gap). • Early identification of pupils eligible for PP in EYFS, who do not have the on entry level for speech and language, and KS1 pupils who require S&L secure effective intervention to catch up. To ensure they make rapid progress by the end of the year so that pupils eligible for PP meet age related expectations. • Measured termly by teacher assessments and successful moderation practices established across the school and trust wide • Forensic analysis of PP pupils 	<ul style="list-style-type: none"> • Accelerated Reader • Daily reading with an adult for PP pupils • 'Deeper Learning' Curriculum CPD for WJ • Phonics intervention 1:1 • Library provision • Split classes weekly for intensive support- PE • After school clubs' subsidy • Standardised testing (PIRA/PUMA) 	<p>To reduce the gap between the % of PP children and the % of other children nationally currently achieving "Good Level of Development"</p> <p>To reduce the gap between the % PP children passing Phonics Screening test and the % of other children nationally currently passing the phonic screening test</p> <p>To reduce the gap between the % PP children achieving expected in reading, writing and mathematics compared with the % of other children nationally</p>	<p>EYFS pupils 100% of FSM pupils achieved a GLD. Closing the gap on the previous year.</p> <p>Children still enter EYFS with 50-60% well below in PSED and S&L.</p> <p>Gap in phonics has reduced but the gap to national has increased for non-pp pupils to others.</p> <p>% gap in combined has decreased and across the school PP to non has decreased. In KS1 the gap has increased with a very large portion meeting expected standard but PP pupils not achieving to the same level.</p>	<p>£40,842</p>
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ii. Targeted support
iii.

Desired outcome	Chosen action / approach	Success Criteria:	Lessons learned Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost
<p>Pupils eligible for PP needs are met and supported through challenging periods of their lives and resulting in a reduced number of repeat exclusions.</p>	<ul style="list-style-type: none"> • Thrive interventions • Pre-teaching in Maths – CPD for leader • Tree House Leader • Safeguarding officer to support families • Forest Education training - £1200 	<p>Success criteria:</p> <p>To reduce the incidences of poor behaviour impacting on teaching and learning.</p> <p>To provide more specialist provision and interventions for our most vulnerable children.</p>	<p>Significant reduction in FTE across the school and 0 FTE in the summer term compared to 15 days in the previous.</p> <p>Whole school approach to managing behaviour in place with staff trained to effectively and efficiently deal with incidences of poor behaviour and support pupils to achieve to their very best.</p> <p>All pupils to focus on developing independence through structured and precise support.</p>	<p>£68,628.</p>

iv. Other approaches				
Desired outcome	Chosen action / approach	Success Criteria:	Lessons learned Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost £45,095.00
<ul style="list-style-type: none"> • PP pupils' families are supported to ensure that they attend regularly and as a result increase attendance rates. • PP pupils to lower persistent absences compared to 'other groups' through support and challenge. • PP pupils to Improved punctuality of PP children which leads to a decrease in the number of L codes. 	<ul style="list-style-type: none"> • Whole school approach to managing attendance • PA/L/U pupils are well known by all staff and attendance and punctuality is checked by all staff members • Any class who achieve 100% will win £50 or shared £50 with another class if both are 100% per week – healthy snack or enrichment activity • EWO to support and challenge • Babcock termly attendance report • Performance related pay • Half termly 100% attendance certificates in assembly • Full term 100% attendance pupils will receive an attendance badge • 100% per week given house token point • Use of safeguarding Officer and assistant SENDCO to assist families with improving attendance <p>Free wrap around provision: Breakfast club & sports club</p>	<p>Increase participation of PP pupils at Breakfast club & morning Sports clubs through offering free places.</p> <p>To provide additional enrichment opportunities for PP children, especially those who have lack of opportunity to access quality enrichment activities to encourage them to attend regularly.</p>	<p>Attendance was of high profile last year and took a significant dip when there was a 'bug' in KS1. This led to the decline in cumulative attendance. Pupils are now more aware of their responsibility to attend school every day.</p> <p>Pupils with EAL have increased their attendance which is significant due to their differing holidays to the UK.</p> <p>It has been noted that the performance related bonus had little to no impact on the individuals or groups across the school.</p>	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.