

Pupil premium strategy statement - Redhills Primary School

School overview

Metric	Data
School name	Redhills Primary School
Pupils in school	220
Proportion of disadvantaged pupils	34.8%
Pupil premium allocation this academic year	£104,910
Academic year or years covered by statement	2018-21
Publish date	01 September 2020
Review date	20 July 2021
Statement authorised by	William Jaworski
Pupil premium lead	Kim Wills
Governor lead	Emma Govier

Performance overview 2019: EYFS

Measure	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Nat. av. Pupils eligible for PP/all other pupils</i>
	2019	2019	2019
achieved Good Level of Development at end of EYFS	100% (2/2 pupils)	71%	72%

Performance overview 2019: end of Key Stage 1

Measure	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Nat. av. Pupils eligible for PP/all other pupils</i>
	2019	2019	2019
reached phonic screening test threshold in Y1	60%	80%	82% 84%
reached phonic screening test threshold in Y2	67% (2/3 pupils)	N/A	85% 93%

achieved expected standard or above in reading	47%	100%	62% 78%
achieved expected standard or above in writing	53%	96%	55% 73%
achieved expected standard or above in maths	53%	96%	79% 83%

Performance overview 2019: end of Key Stage 2

Measure	Pupils eligible for PP	Pupils not eligible for PP	Nat. av. All pupils
	2019	2019	2019
achieved expected standard or above in reading	60%	75%	62% 78%
achieved expected standard or above in writing	73%	83%	68% 83%
achieved expected standard or above in grammar, punctuation and spelling (GPaS)	67%	75%	67% 83%
achieved expected standard or above in maths	73%	83%	67% 84%
achieved expected standard or above in reading, writing & maths	53%	71%	51% 71%
Progress			
Progress score reading	-0.45	-0.08	0.23
Progress score writing	-0.11	1.93	0.51
Progress score mathematics	0.15	1.57	0.03

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (+2)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (+2)	Sept 21
Progress in Mathematics	Achieve average KS2 Mathematics progress score (+2)	Sept 21

Phonics	Achieve above national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to LA average (97%)	Sept 21

Strategy aims for disadvantaged pupils - Academic

Measure	Activity	Success Criteria	Target Date	Projected Spending
All PP pupils in EYFS make strong progress from their starting points and 'catch up' after a period of lock down.	<p>Prioritise PP pupils Language link assessment, plan and delivery of report.</p> <p>Recruit extra staff member to support in class.</p> <p>Implement daily PE sessions with PP as focus group for intervention.</p>	<ul style="list-style-type: none"> 100% of PP pupils have Speech and language assessment/plan/delivery of report. 100% of PP referred to speech therapist if required. 100% of pupils make strong progress from their starting points in PSED. 	July 2021	<p>£1000 <i>Language link</i></p> <p>£3000 <i>Speech and Language assessments</i></p> <p>TA £1000 Staff member</p>
70% meet PSC Test and make strong progress from their starting points after lockdown	<p>Provide RWI training for all staff</p> <p>Implement 1:1 RWI phonics</p> <p>Priority grouping for PP children</p> <p>Train the Reading leader to ensure knowledge of phonics through half termly coaching sessions improves standards.</p> <p>Weekly split classes based on GPC knowledge (other half = healthy eating and physical health).</p> <p>Half termly train for the RWI leader and Iisham Hub</p> <p>Run parent work shops to provide parents with the knowledge to</p>	<ul style="list-style-type: none"> 70% will pass PSC Gap between PP pupils and non PP pupils decreases All staff will be trained to deliver the RWI approach Quality of phonics throughout KS1 is of a good standard. Pupils make strong progress from baseline after lock down. Reading Leader has received training 	July 2021	<p>£1000 <i>Online training and virtual classroom</i></p> <p>£3500 <i>Blended training package</i></p> <p>£500 <i>Development days for reading leader and other reading teachers</i></p> <p>£5000 <i>Phonics interventions with RWI trained teaching assistants</i></p>

	support learning at home			
65% of PP pupils to achieve the expected standard in reading at the end of KS1	<p>Ensure reading leader with time out of class to focus on PP children groupings</p> <p>Ensure Reading Leader has release time to coach groups esp lowest 20%</p> <p>Devon SLS to provide training for staff around book choices and ensure library has classical and modern literature. Pupils can 'order' books through the subscription.</p>	<p>Reading leader has received effective RWI training for role</p> <p>Reading leader has sufficient out-of-class time to undertake role effectively</p> <p>Quality of teaching of reading improves following effective feedback from reading leader</p> <p>Teachers feedback on effectiveness of Reading leader's coaching role and support.</p> <p>Pupils identify that they have easy access to books of their interest and appropriate to their reading level</p>	May 21	<p>£1000 Release cover</p>
65% of PP pupils to achieve the expected standard in Writing at the end of KS1	Prioritise 1:1 conferencing with adults to support PP pupils. Priority seating in the classroom for PP pupils.	<p>- Interim in-depth assessment of PP pupils' progress towards the end of year expected standard (using Teacher Assessment Framework).</p> <p>- 80% PP pupils achieve expected standard Pupils make strong progress from Reception baseline.</p>	<p>July 2021</p> <p>Half termly</p>	<p>£8000 Interventions in KS1</p> <p>£2000 Daily reading</p>
70% of PP pupils are ARE in reading by the end of KS2	Devon SLS to provide training for staff around book choices and ensure library has classical and modern literature. Pupils can 'order' books through the subscription.	<p>- 79% PP pupils achieve expected standard (judgement will be based on teacher assessment against the framework and supported by the use of 2016 SAT paper. Moderation will be carried out by Senior</p>	July 21	<p>£8,000 AR</p> <p>£2000 Devon Library Service</p> <p>£500 CLPE</p>

	<p>Capitalise on Accelerated Reader to ensure that reading books are matched as closely as possible to pupil reading need and that AR is also to monitor the frequency of their reading.</p> <p>Weekly split classes based on reading ability, fluency, stamina and comprehension (other half = healthy eating and physical health with Premier Sport).</p>	<p>Teacher).</p> <p>- Accelerated Reader data shows that pupils are reading frequently and that the books are matched successfully to their reading level.</p>		<p>£2000 <i>Librarian - Autumn</i></p> <p>£8000 <i>Interventions in KS2</i></p> <p>£2000 <i>Daily reading</i></p>
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Strategy aims for all pupils 2020–21 – Pastoral

Aims	Activity	Success criteria	Target dates	Projected spending
<p>All pupils to show improved resilience and more positive attitudes to learning</p>	<p>Implement first responder roles and provide training</p> <p>Identify pupils' social, emotional and mental health (SEMH) needs through use of Boxall Profile</p>	<p>First responders effective in role as a result of training</p> <p>Effective analysis of 'time outs' to track trends</p> <p>- Lower number of 'time outs'</p> <p>- Pupil questionnaires show a positive approach to learning and well-being.</p> <p>- Family questionnaires identify a positive picture of their child's wellbeing and attitude to learning.</p> <p>Decreasing levels of FTE</p> <p>Decreasing levels of PEX</p> <p>100% of PP pupils offered breakfast club provision</p>	<p>July 2021</p>	<p>£1000 <i>SEMH referrals and support</i></p> <p>£5000 <i>Breakfast food and resources</i></p>

<p>The most disadvantaged pupils attend more regularly, punctually and show improved readiness to learn</p>	<p>Develop pastoral support further, including:</p> <p>Breakfast provision to work with families</p> <p>Analyse attendance and create action plans to support families to improve attendance</p> <p>Use EWO to support and challenge PA.</p> <p>Improve parental engagement through coffee mornings and 'you said we did' boards</p> <p>Identify families with Safeguarding officer to provide support and challenge for families.</p>	<ol style="list-style-type: none"> Attendance of disadvantaged pupils improves to 97% Attendance registers record decline in these pupils' late arrivals Questionnaires/informal contact show parental engagement is improved 	<p>Dec 2020</p> <p>April 2021</p> <p>July 2021</p>	<p>£4000 TA/HLTA Breakfast Club</p> <p>£1500 EWO</p> <p>£2000 Attendance monitoring – Admin</p> <p>£1500 Breakfast club subsidy</p>
<p>Ensure pupils' needs are met which results in a decrease in:</p> <ul style="list-style-type: none"> The number of individuals who have multiple FTE The number of FTEs. 	<p>Train First Responder in de-escalation strategies</p> <p>Staff training on positive behaviour approaches</p> <p>Train Safeguarding officer to provide support and challenge for families.</p>	<ul style="list-style-type: none"> Number of pupils moving to 'Amber' lowers over time Number of pupils in reflection time decrease over time Number of pupils who have multiple reflection time decrease over time Number of pupils who are FTE lowers over time Number of pupils who have multiple FTE lowers over time Number of pupils using Alternative Provision lowers 	<p>Dec 2020</p> <p>April 2021</p> <p>July 2021</p>	<p>£28,000 Safeguarding officer</p>

Monitoring and Implementation

Area	Challenge	Mitigating action	Monitoring
Teaching	Ensuring enough time is given over to allow for staff professional development	<p>Use of INSET days for RWI whole school training and additional cover being provided by senior leaders</p> <p>Use of Ilsham English hub to support reading leader with monthly monitoring visits.</p> <p>Use of education consultant to provide outstanding CPD to implement the curriculum.</p>	<ul style="list-style-type: none"> RWI training in Autumn term for all staff Reading leader to monitor the progress of early reading and the impact of the systematic phonics method Ilsham Hub has supported reading leader with virtual check ins to monitor progress and to provide further training for all staff Impact of Curriculum development on pupils Character and academic progress
Targeted support	Ensuring enough time for school leaders to ensure all staff are able to effectively support small groups	<p>Reading leader has every morning out of class to support individuals.</p> <p>Maths Lead has 0.2 non contact time, Senco 0.4 non contact time and Literacy lead has 0.2 non-contact</p>	<ul style="list-style-type: none"> Leadership time is guided to support pupil progress Leaders coach and support staff in their area of expertise Through leader support, high quality teaching and interventions are evident Pupils show a good level of development through interventions
Wider strategies	Engaging the families facing most challenges	<p>Working closely with the multi-agencies and other schools in the trust.</p> <p>Close working relationship with the EWO.</p>	<ul style="list-style-type: none"> Ensuring that next steps are met while seeking out additional support Expertise is shared across the Trust to support pupil progress EWO time bought to ensure excellent attendance

Review: last year's aims and outcomes

Aim	Outcome	Evidence									
Progress in Reading and Writing	<p>Strong progress in reading and writing for our disadvantaged pupils at KS2.</p> <p>KS1 will focus primarily on ensuring the basic skills are in place for all pupils to meet the expected standard – however pupils made excellent progress from their starting positions.</p>	<p>KS2 - In reading, writing and maths the combined score increased from 53% to 74%.</p> <table border="1"> <thead> <tr> <th></th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>60%</td> <td>79%</td> </tr> <tr> <td>W</td> <td>73%</td> <td>79%</td> </tr> </tbody> </table> <p>KS1 - In reading, writing and maths the combined score increased from 40% to 58%.</p>		2019	2020	R	60%	79%	W	73%	79%
	2019	2020									
R	60%	79%									
W	73%	79%									
Progress in Mathematics	Worsening of results since last year. As a result, mastery will be embedded	Maths in KS2 for those children achieving the expected									

	across the school, to ensure we meet the aim.	standard+ moves from 73% to 74% therefore progress is slightly slower than in reading and writing.
Phonics	On track to achieve 92% phonics achievement prior to COVID. However, the structure that RWI will provide will be invaluable this year to ensure quality of instruction for all pupils.	<ul style="list-style-type: none"> • Achieved 88% for all pupils • Beginning to develop a consistent approach to phonics
Other	<p>Attendance improved for some of the most disadvantaged pupils prior to COVID however children on P/T timetables have a significant impact on the overall attendance groupings.</p> <p>Number of FTE and PEX dropped significantly due to the support of the SEN provision</p>	<p>COVID and part-time pupils lower attendance figures.</p> <p>Fixed term exclusions: 17/18 – 38 18/19 – 19</p> <p>Permanent exclusions: 17/18 – 2 18/19 - 1</p>