

## 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 <b>not eligible</b> 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

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

<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will</i> )		<b>Success criteria</b>
<b>A.</b>	<p>Address historical underperformance of PP children across the school – specifically:</p> <ul style="list-style-type: none"> <li>• PP boys,</li> <li>• PP children with SEND,</li> <li>• PP children with SEMH needs</li> </ul>	<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"> <li>• PP pupils make better progress than ‘other’ pupils to reduce attainment gap.</li> <li>• 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).</li> <li>• 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&amp;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.</li> <li>• Measured termly by teacher assessments and successful moderation practices established across the school and trust wide</li> <li>• Forensic analysis of PP pupils school wide data to better meet their needs academically and pastorally.</li> </ul>
<b>B.</b>	<p>Improve attendance:</p> <ul style="list-style-type: none"> <li>• Increase attendance rates</li> <li>• Lower persistent absence</li> <li>• Reduce L codes</li> </ul>	<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>
<b>C.</b>	<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"> <li>• PP pupils make better progress than 'other' pupils nationally to reduce attainment gap</li> <li>• 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).</li> <li>• 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&amp;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.</li> </ul>	<ul style="list-style-type: none"> <li>• Accelerated Reader</li> <li>• Daily reading with an adult for PP pupils</li> <li>• 'Deeper Learning' Curriculum to increase cultural capital</li> <li>• School farm to give pupils independence and responsibility</li> <li>• Phonics intervention 1:1</li> </ul>	<p>Education Endowment Fund evidence:</p> <ul style="list-style-type: none"> <li>• EEF + 5 months AR - Particularly effective for KS2 weaker readers</li> <li>• Meta-cognition and self-regulation (high impact +8)</li> <li>• Phonics teaching (moderate impact +4)</li> <li>• One to One Tuition (moderate impact +5)</li> <li>• Feedback +8 months</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum enables pupils to develop their cultural capital.</li> <li>• Support plan for each teacher to enable them to have clear support and guidance which enables strong progress of all groups.</li> <li>• High-profile in school with displays, rewards and teacher moderation.</li> <li>• Staff will be trained how to use the software for maximum impact</li> <li>• AR leader to analyse non-readers and inform teachers.</li> <li>• Focused CPD on whole class reading</li> <li>• Focused CPD on AFL – 'Teaching Backwards'</li> <li>• Focus CPD on 'Deep Learning' (Mastery, collaboration and meta-cognition focus)</li> <li>• Peer tuition in reading (link class across school)</li> </ul>	<p>WJ JC KW SB</p>	

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

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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"> <li>• Parental engagement officer (Deputy Head)</li> <li>• Boxhall profile interventions</li> <li>• Pre-teaching in Maths</li> <li>• Tree House Leader</li> <li>• Safeguarding officer to support families</li> <li>• Forest Education training - £1200</li> <li>• Tree House provision</li> </ul>	<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"> <li>• Clear and direct instructions on pupils' behaviours and banners. (SLANT/SHAPE/TTRUE) Questionnaire for parents to ensure needs are met</li> <li>• Analysis of Boxhall assessments –progress</li> <li>• Analysis of CPOMS to identify patterns of behaviour</li> <li>• Diverse range of parent workshops led by our new Deputy Head who is responsible for parental engagement. (coffee morning etc)</li> <li>• Monitor pupils' home learning, reading records and spellings, increasing parental engagement.</li> <li>•</li> </ul>	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"> <li>PP pupils' families are supported to ensure that they attend regularly and as a result increase attendance rates.</li> <li>PP pupils to lower persistent absences compared to 'other groups' through support and challenge.</li> <li>PP pupils to Improved punctuality of PP children which leads to a decrease in the number of L codes.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school approach to managing attendance</li> <li>PA/L/U pupils are well known by all staff and attendance and punctuality is checked by all staff members</li> <li><b>Any class</b> who achieve 100% will win £50 or shared £50 with another class if both are 100% per week – healthy snack or enrichment activity</li> <li>EWO to support and challenge</li> <li>Babcock termly attendance report</li> <li>Performance related pay</li> <li>Half termly 100% attendance certificates in assembly</li> <li>Full term 100% attendance pupils will receive an attendance badge</li> <li>100% per week given house token point</li> <li>Use of safeguarding Officer and assistant SENDCO to assist families with improving attendance</li> <li>Free wrap around provision: Breakfast club &amp; sports club</li> </ul>	<p>Pupil Premium Awards to identify best practice – what has worked.</p> <p>Education Endowment Fund evidence:</p> <ul style="list-style-type: none"> <li>Outdoor learning +4 months</li> <li>Engagement through the curriculum and after school clubs</li> <li>Pupil premium award schools, similar context and improved attendance drastically using these approaches.</li> </ul>	<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>	

<b>Total budgeted cost</b>	£45,095.00
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<b>6. Review of expenditure</b>	
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<b>Previous Academic Year</b>	<b>2018-19</b>
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<b>i. Quality of teaching for all</b>			
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<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Success Criteria:</b>	<b>Lessons learned</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	<b>Cost</b>
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<ul style="list-style-type: none"> <li>• PP pupils make better progress than 'other' pupils nationally to reduce attainment gap</li> <li>• 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).</li> <li>• 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&amp;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.</li> <li>• Measured termly by teacher assessments and successful moderation practices established across the school and trust wide</li> <li>• Forensic analysis of PP pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Accelerated Reader</li> <li>• Daily reading with an adult for PP pupils</li> <li>• 'Deeper Learning' Curriculum CPD for WJ</li> <li>• Phonics intervention 1:1</li> <li>• Library provision</li> <li>• Split classes weekly for intensive support- PE</li> <li>• After school clubs' subsidy</li> <li>• Standardised testing (PIRA/PUMA)</li> </ul>	<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&amp;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"> <li>• Thrive interventions</li> <li>• Pre-teaching in Maths – CPD for leader</li> <li>• Tree House Leader</li> <li>• Safeguarding officer to support families</li> <li>• Forest Education training - £1200</li> </ul>	<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>

<b>iv. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Success Criteria:</b>	<b>Lessons learned</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Cost</b> <b>£45,095.00</b>
<ul style="list-style-type: none"> <li>PP pupils' families are supported to ensure that they attend regularly and as a result increase attendance rates.</li> <li>PP pupils to lower persistent absences compared to 'other groups' through support and challenge.</li> <li>PP pupils to Improved punctuality of PP children which leads to a decrease in the number of L codes.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school approach to managing attendance</li> <li>PA/L/U pupils are well known by all staff and attendance and punctuality is checked by all staff members</li> <li>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</li> <li>EWO to support and challenge</li> <li>Babcock termly attendance report</li> <li>Performance related pay</li> <li>Half termly 100% attendance certificates in assembly</li> <li>Full term 100% attendance pupils will receive an attendance badge</li> <li>100% per week given house token point</li> <li>Use of safeguarding Officer and assistant SENDCO to assist families with improving attendance</li> </ul> <p>Free wrap around provision: Breakfast club &amp; sports club</p>	<p>Increase participation of PP pupils at Breakfast club &amp; 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.