

Pupil Premium Strategy Statement –Redhills Community Primary School

1. Summary information					
School	Redhills Community Primary School				
Academic Year	2018 - 2019	Total PP budget	£146,520	Date of most recent PP Review	
Total number of pupils	295	Number of pupils eligible for PP (37.6%)	111	Date for next internal review of this strategy	September 2018

2. Current attainment		
Achievement Criteria	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) (KS1 2017 / KS2 2018)</i>
% achieving the expected standard or above in reading, writing & maths end of KS2	53.8% (7/13)	68%
% achieving expected standard or above in reading at end of KS2	53.8% (7/13)	74%
% achieving expected standard or above in writing at end of KS2	84.6% (11/13)	76%
% achieving expected standard or above in SPAG at end of KS2	38.4% (5/13)	78%
% achieving expected standard or above in maths at end of KS2	53.8% (7/13)	80%
% achieving expected standard or above in reading at end of KS1	60% (9/15)	78%
% achieving expected standard or above in writing at end of KS1	53.3% (8/15)	71%
% achieving expected standard or above in maths at end of KS1	46.7% (7/15)	78%
% pass the phonic screening test in Y1	83.3% (10/12)	84%
% achieving a Good Level of Development at the end of EYFS	55% (7/13)	83%

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.	Reduce poor behaviour and fixed term exclusions by better meeting the needs of PP & SEMH boys.	Pupils eligible for PP needs are met and supported through challenging periods of their lives and resulting in a reduced number of repeat exclusions.
D.	Continue to improve parental engagement, expectation and understanding for PP pupils.	Increase engagement and satisfaction of parents in a range of activities to be measured through parental questionnaire.

5. Planned expenditure					
Academic year	2018 - 2019				
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 CPD for WJ• Phonics intervention 1:1• Library provision• Split classes weekly for intensive	<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• Mastery Learning	<ul style="list-style-type: none">• 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)• Further CDP to ensure Feedback policy is effective to meet the needs of our PP pupils.• Peer tuition in reading (link class across school)• Peer mentoring with West Exe PP pupils Y6• Review each week in SLT – review of lesson observations, pupil interviews,	WJ, CP, KW, RB, NW	

<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. 	<p>support- PE</p> <ul style="list-style-type: none"> • After school clubs' subsidy • Standardised testing (PIRA/PUMA) 	<p>+5months</p> <ul style="list-style-type: none"> • 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. 	<p>book scrutiny using the PRAISE document assessments</p> <ul style="list-style-type: none"> • 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. 		
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"> Thrive interventions Pre-teaching in Maths – CPD for leader Tree House Leader Safeguarding officer to support families Forest Education training - £1200 	<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"> Questionnaire for parents to ensure needs are met Analysis of Thrive assessments –progress Analysis of CPOMS to identify patterns of behaviour Diverse range of parent workshops (cooking, academic, coffee morning & spiritual) Monitor pupils' home learning, reading records and spellings, increasing parental engagement. 	WJ, CP, KW, RB, NW	
Total budgeted cost					£68,628.00

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation
<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 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"> Performance pay + 1 month 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>Whole staff PDM outlining whole school approach on the first inset days. Staff will identify targets pupils.</p> <p>Babcock to produce PP attendance report to analyse data from SIMS.</p> <p>EWO to be used effectively to identify at risk pupils and parents who will be challenged legally.</p>	WJ, CP, KW, RB, NW	

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Total budgeted cost					£45,095.00

6. Review of expenditure

Previous Academic Year		2017 – 2018		
i. Quality of teaching for all				
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>To narrow the gap between the outcomes of PP children and others, particularly in EYFS, Y1 phonics and KS1 (see 2017 data above).</p> <p>To raise expectations of all PP children in our community</p>	<p>High quality professional development focusing on Assessment for Learning and High Expectations</p> <p>Introduce targeted phonics one to one tutoring £500</p> <p>Ongoing Coaching for Y2 teachers £7000</p> <p>Introduce standardised testing allowing teachers to identify gaps in learning for PP children and target these through their teaching and use of interventions.</p> <p>Puma £1176</p> <p>Pira £1176</p>	<p>Success Criteria:</p> <p>To reduce the gap between the % of PP children and the % of other children nationally currently achieving “Good Level of Development’ (currently 19% gap)</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 (currently 28% gap)</p> <p>To reduce the gap between the % PP children achieving expected in reading, writing and mathematics compared with the % of other children nationally (current gap is 18% reading, 20% writing, 14% mathematics)</p>	<p>Pupils are closing the gap to compared to national across the school in EYFS, Phonics, and Reading, writing, maths and the combined scores.</p> <p>Phonics 2018 gap has narrowed with 93% of all pupils and PP 83% passed the screening. There is now a 0% gap to national others group 2017.</p> <p>Gap for reading, writing and maths has not narrowed at the end of KS1. This was in part because of an improved attainment of non-disadvantaged pupils. However, this cohort has improved the % of disadvantaged children achieving the national standard compared to last year. See below.</p> <p>However, we have tracked the progress of each cohort from last year comparing PP to national others from 2016-2017 and 2017-2018 and analysing the difference over time to see the progress of our PP pupils’ attainment. Data below shows the positive difference in attainment of cohorts of PP pupils from 2016/17 to 2017/2018.</p> <table><tr><td></td><td>Y1</td><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td><td>Y6</td></tr><tr><td>Read</td><td></td><td>26.7</td><td>4.8</td><td>17</td><td>18.8</td><td>7.6</td></tr><tr><td>Write</td><td></td><td>20</td><td>4.8</td><td>-12.2</td><td>43.8</td><td>61.5</td></tr><tr><td>Maths</td><td></td><td>6.7</td><td>9.5</td><td>37.5</td><td>31.2</td><td>30.7</td></tr><tr><td>Combined</td><td></td><td>20</td><td>-4.7</td><td>4.1</td><td>18.8</td><td>38.4</td></tr></table> <p>All cohorts have narrowed the gap to ‘national others’ over the past year except Writing in Year 4.</p>		Y1	Y2	Y3	Y4	Y5	Y6	Read		26.7	4.8	17	18.8	7.6	Write		20	4.8	-12.2	43.8	61.5	Maths		6.7	9.5	37.5	31.2	30.7	Combined		20	-4.7	4.1	18.8	38.4	£9852.00
	Y1	Y2	Y3	Y4	Y5	Y6																																	
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ii. Targeted support				
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
To improve the behaviour and social/ emotional well-being of our most vulnerable PP children	<p>Establish a nurture unit for vulnerable children based around their needs and interests - Consultancy £750 Staffing £70,167</p> <p>Review range of interventions currently used in school and create a provision map – targeted support £72,661</p> <p>One to One Mentors £6937</p> <p>Play therapy £8,440</p> <p>Introduce Forest Schools – training £1100</p>	<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>Prior to the last academic year there was no consistent approach to collecting and analysing of behaviour data. This is now in place, however it is difficult to measure improvements with no base line.</p> <p>Exclusions have remained at a similar level but we are able to demonstrate that for most children we are able to put effective interventions in place to minimise repeated exclusions. We have successful put in place 1:1 mentors, Play Therapy, Tree House provision, Forest school training which have all been well-received by children and families.</p> <p>During this year, new behaviour policy implemented, including recording of behaviour incidents.</p> <p>This has taken its time to be implemented but is now consistent. As a result, we are now able to analyse the data to identify the groups and</p> <p>As a result of our data analysis we are now able to plan a response to this behaviour for the children with identified needs.</p>	£160,055

			<p>We can also use our analysis to identify different types of behaviours that we need to manage.</p> <p>One to one mentors and play therapy have had a positive impact on our pupils and continue to support our most vulnerable PP pupils who we are supporting through challenging aspects of their lives.</p>	
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<p>To improve attendance and punctuality of targeted PP children</p>	<p>Implement weekly tracking of attendance and persistent absence.</p> <p>Consistently sanction poor attendance</p> <p>Make attendance a high priority in school newsletters, etc</p> <p>Implement attendance incentives for children</p> <p>£4395</p> <p>Meetings with parents - Partnership with EWO - £1,285</p>	<p>Parents have been called to meetings with Senior staff and the EWO. This has resulted in 94.8% attendance of PP pupils in 2017/2018 compared to 96% of non pp pupils in school.</p>	<p>Weekly tracking of attendance has been implemented and there has been an improvement.</p> <p>Achieved a more consistent approach. Parents are aware of the consequences for absence.</p> <p>SLT are more aware of groups and individual pupils with poor attendance. This is enabling us to target more specifically in our SIP for 2018 – 2019.</p> <p>Rates of absence and persistent absence are still high. Need to build upon this year's foundations to improve attendance and % of persistent absence.</p> <p>Small improvement in attendance overall in 2017 – 2018 4.48% (-0.22%) absence but still higher than national 15/16 figures.</p> <p>Reduction in persistent absence to 9.8% (-3.9%) however still above national PA rates for 15/16</p> <p>Overall, groups attending above national are FSM, EHCPs, SEN Support</p> <p>Target groups to reduce Persistent Absence next year: FSM, Non FSM, SEN Support, Non SEN, EAL, Non EAL, Boys</p> <p>Year groups to target for improved attendance next year: All year groups except Y4 and Y6. Y2 and Y5 worst offenders in 17/18</p> <p>Year groups to target for reduced PA: Year 2 (14%) Year 5 (13.6%) Year 6 (9.8%)</p>	<p>£5680</p>
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iii. 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
To provide additional enrichment opportunities for PP children, especially those who have lack of opportunity to access quality enrichment activities	<p>Participation in arts, drama, music and sports extra-curricular clubs.</p> <p>Participate in enrichment opportunities for core subjects with other children</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</p>	<p>Enrichment activities off site: Canoeing trip Y5, Magdalen Y6, Clip n Climb, Crealy, EYFS/Y1, Paignton Zoo Y2, Cinema trip Y5, Bowling Y6</p> <p>PP pupils are given priority to lunch time Lego and wellbeing clubs in KS1/2. This club was full every day and helped reduce the number of PP pupils in reflection time as their needs are being met.</p> <p>50% of pupils chosen for Age inter-generational work were PP. This enabled them to develop relationships with elderly people and serve their community.</p> <p>Cultural experiences were not attended highly by PP pupils. We intend to have a greater focus on the PP pupils to attend all enrichments and experiences.</p> <p>Age UK work will continue and PP pupils will be focused to attend and serve their community.</p>	£5000

7. Additional detail

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