

Redland Primary School Pupil premium strategy statement 2020 - 2021

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all pupils receiving free school meals will be in receipt of pupil premium interventions at one time.

1. Summary information					
School	Redland Primary School				
Academic Year	2020-21	Total PP budget	£74,525 (April 2020 – March 2021)	Date of most recent PP Review	July 20
Total number of pupils	298	Number of pupils eligible for PP	59	Date for next internal review of this strategy	July 21

2. Current attainment		
End of KS2: (Mock SATs data used, due to COVID lockdown)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths in mock SATs	75% (3 out of 4 pupils)	74% (26 out of 35 pupils)
% making progress in reading in mock SATs	75%	80%
% making progress in writing in mock SATs	75%	74%
% making progress in maths in mock SATs	100%	83%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Low on entry attainment in FS2.
B.	Concerns regarding on entry speech and language skills.
C.	Identified gaps in learning across the curriculum for pupil premium pupils
D.	Significant number of Pupil premium pupils are demonstrating poor reading and comprehension skills.
E.	Significant number of Pupil premium pupils are demonstrating poor mental maths skills.
F.	Significant number of Pupil premium pupils are demonstrating poor spelling skills.
G.	The low level of independence and emotional reliance of some pupil premium pupils.

External barriers

H.	Parental engagement with school.
I.	Parental support at home for reading and home learning.
J.	Attendance and punctuality of some pupil premium pupils.
K.	Lack of resources to support home learning.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1.	<p>All pupils have access to mental-health / emotional well-being support (Time to Talk / ELSA) to enable them to be more ready for learning.</p> <p>-Measured through registers and on-going record keeping completed by ELSA and 'Time to Talk counsellor', overseen and monitored by SENCo.</p> <p style="text-align: right;">Linked to barrier: G</p>	<p>ELSA TAs continue to be up-to-date through frequent training and networking opportunities.</p> <p>ELSA TAs hours protected, to enable them to work with pupils identified by the SENCo and class teachers.</p> <p>School continues to buy in to 'Time to Talk', to the counsellor to work with pupils identified by the SENCo and class teachers.</p> <p>ELSA to share training with class teachers and highlight resources that could be used in classes.</p>
2.	<p>All pupils with identified gaps in their learning have access to interventions to their progress in these areas.</p> <p>-Measured through tracking of end of KS data, including Phonics and Times Tables assessment. Also through records kept by adults leading interventions, monitored by class teachers in the 1st instance and then the SENCo and DL lead.</p> <p style="text-align: right;">Linked to barrier: B, C, D, E, F, I, K</p>	<p>TA class hours are used to support learning in the classroom, targeted towards pupils with specific 'gaps'.</p> <p>TA class hours used to implement interventions with specific foci, targeting pupils with specific gaps, as identified by the class teacher and/or SENCo.</p> <p>Interventions or other strategies will be put into place to improve Disadvantaged Learners' learning outcomes.</p> <p>TA hours used to support the class whilst the class teacher is leading a specific intervention with an individual or group of pupils.</p>
3.	<p>To narrow the learning gap for Disadvantaged Learners through targeted support in class, so that progress is increasingly in line with their peer group.</p> <p>-Measured through tracking of end of KS data, including Phonics and Times Tables assessment.</p> <p style="text-align: right;">Linked to barrier: B, C, D, E, F, I, K</p>	<p>Disadvantaged Learners' progress will improve, so that an increased % are in line with that of their peers.</p> <p>Disadvantaged Learners' attainment and progress will be tracked through Pupil Progress Meetings – evidence through Pupils Progress notes.</p> <p>Smaller steps of progress (relating to sessions with TAs) will be tracked, and there will be evidence of progress within these.</p> <p>TA hours used to support the class whilst the class teacher is working with pupils with 'gaps' in their learning.</p>

4.	<p>Increased attendance rates for pupil premium pupils -Measured through attendance figures generated by SIMS. Linked to barrier: H, J</p>	<p>Disadvantaged Learners' attendance rates to increase by Term 4. Identified pupils to have improved rates of attendance by end of Term 6.</p>
5.	<p>Rapid progress in language skills from on entry data in FS2 (Foundation Stage), through involvement in the NELI (Nuffield Early Language Intervention) programme. Linked to barrier: A, B</p>	<p>TAs in FS2 will trained to deliver the NELI programme, which targets vocabulary, narrative skills, active listening and phonological awareness.</p>
<p>All of the desired outcomes listed below are dependent on the continuing impact on COVID on day to day school life:</p>		
6.	<p>Increased number of PP pupils access trips and residential. Linked to barrier: H, K</p>	<p>PP pupils accessing extra-curricular opportunities (trips and residential) Funding made clearly available to PP pupils. Increased take up of funding.</p>
7.	<p>Increased number of PP pupils access music and swimming lessons. Linked to barrier: H, K</p>	<p>PP pupils accessing extra-curricular opportunities (swimming and music lessons) Funding made clearly available to PP pupils. Increased take up of funding.</p>
8.	<p>Disadvantaged Learners to feel like valued members of the school, and to have raised self-esteem. -Measured through number of Disadvantaged Learners on School Council. -Measured through number of Disadvantaged Learners accessing after school clubs. Linked to barrier: G</p>	<p>Number of school councillors who are PP will increase. Disadvantaged Learners have a positive outlook on school and all aspects of school life. Disadvantaged Learners to have aspirations relating to their learning.</p>

5. Planned expenditure

Academic year

2020/2021

The 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?
<p>Support emotional needs of pupils, focussed on Disadvantaged Learners.</p> <p>Part of desired outcome: 1</p>	<p>Pupils have access to 'Time to Talk', 'ELSA' and music therapy services.</p>	<p>An increasing amount of Disadvantaged Learners present with emotional needs related to home life, social/communication skills and identify.</p>	<p>SENCo to coordinate the Time to Talk counsellor, the ELSA TAs and music therapy. SENCo to identify which pupils require the services (under advisement, and with the support of the child's class teacher and parents/carers).</p> <p>Due to COVID restrictions, Time to Talk will start towards the end of Term 1. ELSA will start around the October half term.</p>	<p>SENCo to oversee</p> <p>Time to Talk counsellor</p> <p>ELSA TAs (EQ&LB)</p> <p>Music therapy (PD)</p>	<p>Every 6 weeks, pupils should access the service(s) for 6 weeks at a time. At the end of the 6 weeks, each case should be reviewed.</p> <p>Planned spend: £7,000</p>
<p>Raise attainment and progress levels for all year 6 pupils (specifically Disadvantaged learners)</p> <p>Part of desired outcome: 2 and 3</p>	<p>Reducing class size through learning groups, thus improving opportunities for effective assessment for learning and accelerating progress.</p>	<p>Previous success in progress levels of Disadvantaged Learners attributed to smaller class size and targeted teaching in Learning Groups.</p>	<p>3 or 4 experienced teachers (depending on availability) to work with the Y5 and Y6 pupils from Falcons and Kingfishers.</p>	<p>COB and NH to organise groups</p>	<p>Analysis of unvalidated, then validated results at the end of the year, and of mock SATs at various assessment points throughout the year.</p> <p>Additional teacher 1: £6553</p> <p>Additional teacher 2: £4959</p> <p>Planned spend: £11,512</p>
<p>Identify gaps in learning and target pupils to support progress and attainment</p> <p>Part of desired outcome: 2 and 3</p>	<p>TA hours funded to support T&L in class</p>	<p>Identified gaps in learning of pupils, specifically PP pupils.</p>	<p>On-going CPD provision for TAs. Regular reviews of pupils progress through pupil progress. Developing to communication between TAs and teachers and recording of the interventions / observations of pupils by TAs.</p>	<p>Teachers – working with TAs in own class.</p> <p>Teachers who line manage TAs through Performance Management.</p> <p>SENCo who line manages TAs</p>	<p>TA hours funded to support T&L in class</p> <p>Planned spend: £62,000</p>
<p>Provide additional small group and one to one targeted support within class</p>	<p>TA hours funded to support pupils through intervention work</p>				

Part of desired outcome: 2 and 3				with one to one responsibilities. SLT to facilitate TA CPD	
Online workshops for parents to support with home learning Part of desired outcome: 3	Online videos to support with: Phonics, Maths and reading at home.	Due to COVID, not able to provide training and support for parents, as we normally would in school	Provide training / reference point for parents in order for them to better support their pupils' home learning (homework).	Core subject leaders, potentially with support of other class teachers.	NA – core subject leaders to use release time.
NELI (Nuffield Early Language Intervention) programme for FS2 Part of desired outcome: 5	Teaching assistant from FS2 to be trained to deliver programme, disseminating learning to other FS2 TAs and teachers.	Low levels of language skills upon entry in FS2, which has historical impacted on pupils' attainment and progress.	FS2 lead and SLT to monitor implementation and impact.	KS (FS2 TA) GP (FS2 leader)	

Total budgeted cost

£80,512

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?
Support families with school equipment costs (including uniform) Part of desired outcome: 2 and 3 Part of desired outcome: 6	Finances ring-fenced to support families in funding equipment and uniform for school.	Support has previously been required by these families, but Borough Lands Funds have been used historically.	School Business Manager to track spending of Disadvantaged Learner budget, ring fencing an amount to be used for these specific purposes.	SH - SBM VK - AHT	Budget review Planned spend: £5071
Better access to wider curricular opportunities Part of desired outcome: 7	Finances ring-fenced to support families in funding residentials and trips.	Fewer Disadvantaged Learners attend residentials. Historically, pupils who are disadvantaged Learners, have required financial support from the school to enable them to attend trips.		SH - SBM VK - AHT	Track attendance of DL at each residential trip. Planned spend: £3300
	Finances ring-fenced (from previous academic year) to support families in accessing peripatetic music lessons, and use of instruments.	Fewer Disadvantaged Learners access additional peripatetic music lessons.		SH – SBM VK – AHT ES – Music lead PW – Piano PD – Guitar GP – Wind	Track pupils accessing peripatetic lessons, and financing instruments. Planned spend: £3370

Improved attendance. Part of desired outcome: 4	Finances ring-fenced to support families in attending school, improving attendance figures (Transport and wrap around care).	Attendance figures for Disadvantaged Learners are lower than those pupils who are not Disadvantaged Learners.		SH - SBM VK - AHT	Track attendance at school.
DLs are encouraged to take a wider role in the school community (e.g. school council, sports teams etc.) Part of desired outcome: 8	Teachers and TAs to support and actively encourage DL pupils. DL to have increased priority in accessing after-school clubs.		PE lead to monitor club lists. Teaching staff to monitor numbers in their own clubs and organise lists accordingly.	PE lead, all class teachers and SLT	
Total budgeted cost					£11,741
(Inc. monies carried over from 2019/2020, due to lockdown)					
6. Review of expenditure					
Previous Academic Year 2019 2020		£80,660			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
Support emotional needs of pupils, focussed on Disadvantaged Learners.	Pupils have access to 'Time to Talk', 'Mentoring', 'Music therapy' and 'ELSA' services.	5 pupils accessed 'Time to Talk', with 9 predicted over the course of the year. 2 pupils accessed 'Mentoring', with 2 predicted over the course of the year. 20 pupils accessed 'Music therapy', with 30 predicted over the course of the year. 30 pupils accessed 'ELSA', with 40 predicted over the course of the year.	We foresee these services will be required by an increasing number of pupils in the next academic year (2020/2021). Due, in part, to the Covid global pandemic. We will investigate ways in which we can provide additional support for pupils and their emotional needs.	Time to talk: £1250 ELSA hours: £4788 ELSA training costs: £150 Music therapy: £945 Total: £7133	
Raise attainment and progress levels for all year 6 pupils (specifically Disadvantaged learners)	Reducing class size thus improving opportunities for effective Assessment for Learning and accelerating progress.	There is a lack of data to analyse the impact of this action. This is due to end of Key Stage assessments (SATs) being cancelled due to lockdown. At the point of lockdown: 75% of pupils were on track to meet expected standard in reading, Writing and maths. 75% of pupils were on track to meet expected standard in reading. 75% of pupils were on track to meet expected standard in writing. 100% of pupils were on track to meet expected standard in maths.	Due to the size of the next year 6 cohort, we may need to have an additional teacher to support the learning groups in 2020/2021.	Learning group additional teacher cost (£34-67 per hour 21 weeks (9 hours per week): £6552.63	

Investigate costings and whether there would be uptake for a 'school walking bus'.	Questionnaire to identify if people would use it, and if we would have volunteers. Risk assess. Look at costing to fund 2 TAs to 'run' the bus (an extra hour a day?)	There was a small amount of interest in using a 'walking bus' to transport pupils to and from school, but only 2 volunteers to run the scheme. Subsequently, it was deemed inviable.	This may be something to consider again in the future.	No cost, did not pursue due to lack of volunteers to support the scheme and limited interest. £0
Identify gaps in learning and target pupils to support progress and attainment	TA hours funded to support T&L in class	Different interventions were led by TAs this year before the lockdown. These included: Catch up Literacy, Catch up numeracy, Power of 2 (core maths skills), Toe by Toe (dyslexia intervention), targeted phonics, reading fluency, reading comprehension and others.	Due to the global pandemic, we will need to reconsider how the curriculum is delivered in the next academic year, and subsequently how TAs are utilised. There will inevitably be a focus on pupils' well-being and mental health.	25% of TA costs to the school: £62,513.37
Provide additional small group and one to one targeted support within class	TA hours funded to support pupils through intervention work	234 hours of TA time were utilised to support pupils both in class and in intervention groups, directed by class teachers.		
				Total: £76,199

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Disadvantaged Learners achieve 'Redland Reader' status in line with peers	Targeted support during lunchtimes, adult volunteers read with individuals twice a week.	Pupils identified as not reading at home with an adult, read at least twice a week to an adult in school (with the exception of those who have low levels of attendance).		£0 No cost - organised by assistant head and ran by volunteers.
Disadvantaged Learners complete home learning tasks with increased success.	Targeted support during one lunchtime per week, a teacher volunteers to run a drop-in homework club.	NA	NA	£0 No cost, as this was planned for the second half of the year (lockdown due to Covid pandemic).
Support families with school equipment costs (including uniform)	Finances ring-fenced to support families in funding equipment and uniform for school.	Ease of financial burden for families accessing this support.	Look into ways to ensure families with financial difficulty are aware that support is available.	Contributions toward uniform and equipment costs: £465

Better access to wider curricular opportunities	Finances ring-fenced to support families in funding residential and trips.			Contributions toward residential: £75 NB Only 1 residential this year, no class trips (lockdown due to Covid pandemic).
	Finances ring-fenced to support families in transport for swimming lessons.			Contributions toward swimming costs: £144
Improved attendance.	Finances ring-fenced to support families in attending school, improving attendance figures.			Contribution towards school wrap around care: £560
		£3371 from this year's budget left (due to Covid), which is ring fenced to be used on resources / peripatetic music lessons for PP pupils next year.		Total: £1,244