

Redland Primary School Pupil premium strategy statement 2019 - 20

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 children receiving free school meals will be in receipt of pupil premium interventions at one time.

1. Summary information					
School	Redland Primary School				
Academic Year	2019-20	Total PP budget	£ 80,660 (April 2019 – March 2020)	Date of most recent PP Review	July 19
Total number of pupils	288	Number of pupils eligible for PP	59 (20%)	Date for next internal review of this strategy	July 20

2. 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 children
D.	Significant number of Pupil premium children are demonstrating poor reading and comprehension skills.
E.	Significant number of Pupil premium children are demonstrating poor mental maths skills.
F.	Significant number of Pupil premium children are demonstrating poor spelling skills.

G.	The low level of independence and emotional reliance of some pupil premium children.	
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 children.	
K.	Lack of resources to support home learning.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>To narrow the learning gap for Disadvantaged Learners so that progress 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>Disadvantaged Learners' progress will improve, so that an increased % are in line with that of their peers. Disadvantaged Learners' attainment and progress will be tracked through Pupil Progress Meetings – evidence through Pupils Progress notes.</p> <p>Interventions or other strategies will be put into place to improve Disadvantaged Learners' learning outcomes.</p> <p>Smaller steps of progress (relating to sessions with TAs) will be tracked, and there will be evidence of progress within these.</p>
B.	<p>To narrow the gap in attainment for Disadvantaged Learners in reading fluency.</p> <p>-Measured through number of recorded reads out of their classroom.</p> <p>-Track attainment and progress of Disadvantaged Learners in Reading using whole school tracking system.</p>	<p>Disadvantaged Learners lead to identify Disadvantaged Learners who do not read regularly at home – evidence through excel document tracking Disadvantaged Learners termly reading.</p> <p>Disadvantaged Learners, who do not read regularly, will be heard read in school by a team of adult volunteers outside of class lessons, so as not to impact on class learning.</p> <p>Disadvantaged Learners will have read at least 2 times per week, outside of the classroom, aspiring to 3 times - evidence in books of increased number of reads with adults.</p> <p><u>Long term goals:</u></p> <p>Improved fluency in reading of Disadvantaged Learners.</p> <p>Better comprehension of reading for Disadvantaged Learners.</p> <p>Increased feeling of success and subsequent enjoyment of reading in Disadvantaged Learners.</p> <p>Reading attainment and progress on whole school tracker and end of key stage data for Disadvantaged learners to be increasingly in line with that of peers.</p>
C.	<p>To support Disadvantaged Learners in being increasingly successful in home learning tasks.</p> <p>-Measured through attendance at lunchtime club.</p>	<p>Disadvantaged Learners to have priority access to a lunchtime homework club, where children can choose to drop in to do their home learning. They will have access to a computer / iPads, stationary and an adult to support them in their home learning tasks.</p>
D.	<p>Emotional difficulties for Disadvantaged Learners are addressed through a range of strategies to support and improve emotional resilience.</p> <p>-Measured through lists of children accessing support.</p>	<p>ELSA, Time to Talk, play therapy and other support mechanisms for social and emotional well-being will have a positive impact on children's readiness for learning, emotional resilience and the ability to face challenges.</p>
E.	<p>Disadvantaged Learners to feel like valued members of the school, and to have raised self-esteem.</p>	<p>Number of school councillors who are PP will increase.</p> <p>Disadvantaged Learners have a positive outlook on school and all aspects of school life.</p> <p>Disadvantaged Learners to have aspirations relating to their learning.</p>

	<p>-Measured through number of Disadvantaged Learners on School Council.</p> <p>-Measured through number of Disadvantaged Learners accessing after school clubs.</p>	
F.	<p>Increased attendance rates for pupil premium children</p> <p>-Measured through attendance figures generated by SIMS.</p>	Disadvantaged Learners' attendance rates to increase throughout the year.
G.	<p>Increased numbers of Disadvantaged Learners access more wider curricular opportunities (school trips and residential)</p> <p>-Measured through register of children attending trips and residential.</p>	More Disadvantaged Learners access wider curricular opportunities with the support of funding from the school (40% towards the cost of residentials, 100% of cost for class trips offered to Disadvantaged Learners).
H.		

3.Planned expenditure					
Academic year	2018/2019				
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?
Support emotional needs of pupils, focussed on Disadvantaged Learners.	Pupils have access to 'Time to Talk' and 'ELSA' services.	An increasing amount of Disadvantaged Learners present with emotional needs related to home life, social/communication skills and identify.	SENCo to coordinate the Time to Talk counsellor and the ELSA TAs. SENCo to identify which pupils require the services (under advisement, and with the support of the child's class teacher and parents/carers).	SENCo to oversee Time to Talk ELSA TAs EQ&LB	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.
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.	Previous success in progress levels of Disadvantaged Learners attributed smaller class size and targeted teaching in Learning Groups.	3 experienced teachers to work with the Y5 and Y6 children from Falcons and Kingfishers.	COB and NH to organise groups	Analysis of unvalidated, then validated results
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?)	Increase attendance figures for all, targeting Disadvantaged Learners.	VK to investigate and scope potential. Employ 2 TAs to take on the day to day running with VK overseeing.	VK	Dependent on research, 3 terms after implementation.
Identify gaps in learning and target children to support progress and attainment	TA hours funded to support T&L in class	Data driven (see Pupil Tracker – SPTO)	Monitor pupils' progress through pupil progress meetings Lesson observations Book scrutiny	SLT alongside Maths and English Subject leaders	Data analysis at assessment points throughout the year Data analysis at end of academic year 2018/2019
Provide additional small group and one to one targeted support within class	TA hours funded to support children through intervention work		Track data and analyse results – both 'in school data' and End of KS data.		Pupil progress meetings
Total budgeted cost					£60,000
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?
Disadvantaged Learners achieve 'Redland Reader' status in line with peers	Targeted support during lunchtimes, adult volunteers read with individuals twice a week.	Looking at data collected from previous year, Disadvantage Learners do not have as many opportunities to read at home, compared to peers. As a result, they do not gain 'Redland Reader' status, missing out on the additional Friday playtime and other rewards. Staff feel that this has an impact on pupils' attitude to reading and their attainment in reading.	VK to monitor, liaising with class teachers to track Disadvantaged Learners Reading.	VK	At the end of each term, when collating data for classes.
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.	A number of Disadvantaged Learners don't have access to some (or all) of the following at home, which makes it increasingly difficult for them to be successful in home learning tasks: An adult to support them; a computer / device for research or stationary to complete tasks.	VK to start club. Other teachers to offer support on an occasional basis initially.	VK	After 2 terms, through talking to pupils and teachers regarding the quality and frequency of homework completed.
Support families with school equipment costs (including uniform)	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.	School Business Manager to track spending of Disadvantaged Learner budget, ring fencing an amount to be used for these specific purposes.	SBM VK	Budget review
Better access to wider curricular opportunities	Finances ring-fenced to support families in funding residential and trips.	Fewer Disadvantaged Learners attend residential. Historically, children who are disadvantaged Learners, have required financial support from the school to enable them to attend trips.			Track attendance of DL at each residential trip.
Improved attendance.	Finances ring-fenced to support families in attending school, improving attendance figures.	Attendance figures for Disadvantaged Learners are lower than those children who are not Disadvantaged Learners.			Track attendance at school.
Total budgeted cost					£25,000

3. Review of expenditure				
Previous Academic Year 2018 2019		£85,960		
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' and 'ELSA' services.	Those children who have accessed these services are managing their emotional needs more effectively, some with continued with support. Where applicable, Disadvantaged Learners have been prioritised for these service. However, other non-disadvantaged learners have been able to access these service with similar success.	We have targeted an increased proportion of the budget towards this over the course of the year, due to the increased need in the area of social and emotional needs. As a result: an additional TA is now an 'ELSA'; an ELSA is employed to provide a 'music therapy' approach to ELSA; additional funds spend on developing the 'Group Room' into an 'ELSA room'. The school acknowledges that there are increasing number of children, particularly those who are Disadvantaged Learners, who require Emotional and Social support. We will continue to offer this level of support, and investigate ways to better meet children's needs in the future.	ELSA TAs salary (inc. music therapy): 6 hours @£12.60 PH £75.60 ELSA training: £250 Funds to develop 'ELSA room': £500 Time to Talk contribution: £1250 Music therapy salary: 2 hours @ £15.75 £598.50
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 was a 23% increase of Disadvantaged Learners achieving the expected standard in Reading, Writing and Maths combined. This was also 5% above the National Average. The % of Disadvantaged Learners who achieved the Expected Standard or achieved Greater Depth in Reading, Writing, Maths and GPS either increased or stayed the same as last year.	Continue with this model and look to further target Disadvantaged Learners in Maths and Reading.	Additional Teachers' salaries for LGs: Two Teachers £6444

<p>Accelerated progress in reading and comprehension skills.</p>	<p>Experienced TA to lead (Headteacher to lead session, once TA has retired) Reading Comprehension Sessions for pupils, initially Y6 and then Y5.</p>	<p>NA</p>	<p>Due to the TAs retirement and the increased demands on the Headteacher's time, this planned additional intervention was not completed. In the future, we would aim to better timetable and adult to plan, teach and review a Reading Comprehension Intervention for the Y6 children.</p>	<p>TA salary: See % contribution to TA costings.</p>
---	---	-----------	---	--

ii. Targeted support

<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Identify gaps in learning and target children to support their progress and attainment</p> <p>Provide additional small group and one to one targeted support within class</p>	<p>TA hours funded to support children through support in class, focussing on those children who are one AP (assessment point) behind in either Maths, Reading or Writing.</p>	<p>During observations, TAs repeatedly identified as having an impact on children's learning and supporting them in their engagement as well as learning. This is evidenced in observation feedback.</p>	<p>TAs were given CPD relating to Disadvantaged Learners and the progress and attainment of those children at Redland by the Disadvantaged Learners lead. CPD has been a success, with TAs being very positive and much more capable of discussing Disadvantaged Learners and the impact they have on their learning. There have been one or two TAs who have missed some CPD due to timetabling – this needs to be addressed, going forwards. It was agreed that the TAs should focus on children who were 1 assessment point behind, during lesson time. However, upon review, at the beginning of Term 4, a change in approach was agreed – the Class Teachers would target these children in class, whilst the TAs enabled them to do so through support in class. It was felt that the Teachers would be better equipped to do this.</p>	<p>TA salary: 26% of TA salaries and on costs funded through PP.</p>
<p>Support pupils in making progress in home learning tasks (Mental Maths targets and Spellings)</p>	<p>TA hours funded to support children through targeted intervention work (TA DL sessions – 30 mins per week).</p> <p>TAs Performance Management revamped to enable a focus on</p>	<p>DL have made small steps of progress through these sessions, as evidenced in their Learning Diaries. These are most often directly related to home leaning tasks (Spellings / Mental Maths targets), but can also be targeted towards the specific needs of the individual child.</p>	<p>Initially, this project was focussed on ALL Disadvantaged Learners. At the review point (beginning of Term 4), staff agreed that these sessions would focus on children who were Disadvantaged Learners but NOT on the SEN register. Those children who are both Disadvantaged Learners and on the SEN register, would focus on their SEN targets, linked to SEN interventions. This adjustment enabled SEN interventions to run more effectively, and focussed TAs on a smaller group of non-SEN Disadvantaged Learners.</p>	<p>Supply costs (to release teachers to lead CPD for TAs): (3 x half day @ £90 £270</p>

	<p>Disadvantaged Learners.</p> <p>CPD for TAs planned throughout the academic year, focussed on upskilling TAs to support the needs of Disadvantaged Learners more effectively.</p> <p>Academic focus on Mental Maths targets or Spellings during TA DL sessions – to provide support in 'home learning' targets.</p> <p>TA DL sessions to have an additional focus on tracking and supporting Disadvantaged Learners' well-being.</p>		<p>We have agreed to redesign the way in which we track the smaller steps of progress and evidence this progress for both Disadvantaged Learners and SEN children next year. A combined focus should enable Teachers and TAs to target, track and monitor these children more effectively and ease workload.</p>	
<p>Disadvantage Learners achieve 'Redland Reader' status in line with peers</p>	<p>Targeted support during lunchtimes, adult volunteers read with individuals twice a week.</p>	<p>93% of Disadvantaged Learners now read at least twice a week, outside of class based reading.</p>	<p>Rethink the way in which this is done, due to reduced number of volunteers.</p>	
<p>More disadvantaged learners will access extra-curricular activities.</p>	<p>Finances ring-fenced to support families in funding residential, trips and swimming (Y4).</p>	<p>Financial support for swimming lessons. Financial support for school trips. Financial support for residential trips.</p>	<p>Set budgets with ring-fenced funds for school contributions to Residentials, Class trips and Swimming.</p>	<p>Swimming lessons: £2184</p> <p>Trips and Residentials £3300</p> <p>Breakfast/After-school club: £2108</p>
<p>Improved attendance.</p>	<p>Finances ring-fenced to support families in</p>	<p>Financial support for transport to and from school.</p>		<p>Transport: £300</p>