

Pupil Premium Strategy Statement (Redwell Primary)

1. Summary information					
School	Redwell Primary School				
Academic Year	2016/17	Total PP budget	£120,901	Date of most recent PP monitoring visit	18/10/16
Total number of pupils	541	Number of pupils eligible for PP	44	Date for next internal review of this strategy	Summer 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in line with National expectations in reading, writing & maths	36%	53%
% achieving in line with National expectations in reading	70%	66%
% achieving in line with National expectations in writing	60%	74%
% achieving in line with National expectations in maths	30%	70%

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.	MA/HA PP children's attainment in writing and maths needs to increase so it is in line with peers
B.	PP children's progress is at a slower rate than their peers
C.	Low uptake of PP funding from parents particularly in EYFS & KS1
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	The school has always had low numbers of families with PP, this is not reflective of the size of the school
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
	Success criteria

<p>A.</p>	<p>To narrow the gap between MA/HA PP children's attainment in writing and maths and their peers</p>	<ul style="list-style-type: none"> • Whole school PP Provision map will be produced to track the needs of the pupils • Class teachers review and edit PP provision map termly to ensure all pupils eligible for PP make rapid progress by the end of the year so that at least 75% meet age related expectations in reading & writing and 65% in maths • Monitoring of the PP provision map to be carried out termly to ensure that the interventions are robust and having a positive impact on the children's progress • Data Headlines completed 3 x a year to track progress • HLTA to support identified individual disadvantaged pupils through 1:1 intervention • HLTA to support disadvantaged pupils in year 6 to support closing the gap • Level 1 TA redeployed to support year 5 disadvantaged pupils to close the gap • Level 2 TA employed to support year 3 group of disadvantaged pupils • Increase accountability of staff to ensure all disadvantaged children receiving QFT and additional support where necessary
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<p>B.</p>	<p>Increase staff skills & knowledge around PP to provide targeted provision through PP provision map</p>	<ul style="list-style-type: none"> • Raise awareness of disadvantaged pupils needs • Purchase relevant resources to support disadvantaged children’s learning • Support access to in school clubs to support social/emotional needs of disadvantaged pupils • SMT to support staff to identify children through PPM process 3 x a year • Support class teachers with their awareness of the disadvantaged groups within their year groups and ensure that their specific needs are addressed • Increase expertise of HLTA to support disadvantaged children through Attachment Awareness Project • Expand skills of lunchtime supervisors to support nurture group • Increase expertise of Health and Wellbeing ARP team through TAMHs project to support disadvantaged pupils
<p>C.</p>	<p>Increase uptake of PP funding with a focus on EYFS & KS1 in line with the rest of the school</p>	<ul style="list-style-type: none"> • Raise awareness of the funding and it’s availability through the parent council, school weekly newsletter, school website & social media • Raise awareness of what the PP funding can be used for including resources to support learning experience, uniform, clubs, music lessons & school trips • Share the virtual ‘Redwell PP card’ and the use of the funding • Increase from average of 3 pupils per year group to 8 per year in line with KS2
<p>D.</p>	<p>To break down barriers to uptake of PP funding</p>	<ul style="list-style-type: none"> • Advertise the PP funding through the ‘Redwell PP card’ on the Termly newsletter, Twitter feed & school website

5. Planned expenditure					
Academic year		2016/17			
i. Quality of teaching for all & 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?
<p>A. To narrow the gap between MA/HA PP children's attainment in writing and maths and their peers</p> <p>B. Increase staff skills & knowledge around PP to provide targeted provision through PP provision map</p>	<ul style="list-style-type: none"> Produce a PP provision map to track the interventions for disadvantaged group Utilise Nurture space to support social/emotional needs of PP children Deploy HLTA to support identified disadvantaged pupils 1:1 Redeploy HLTA to support year 6 disadvantaged pupils CPD of Inclusion Manager – HMI project 	<ul style="list-style-type: none"> We needed to identify all PP children's specific needs in order to implement interventions to support their learning journey. We want to track the interventions closely to ensure that they are all receiving the relevant provision that their needs require. EEF suggests that small group/1:1 tuition has moderate impact for moderate cost We want to track the emotional and social needs of ALL PP children to ensure their needs are met We wanted to provide specific support for disadvantaged pupils through 1:1 work Staff awareness around supporting disadvantaged pupils needs updating 	<p>Termly monitoring to take place including:</p> <ul style="list-style-type: none"> Termly monitoring of provision maps Data analysis 3 x a year Observations of intervention groups Monitoring of TA working records 3 x a year HMI project taking place around progress of disadvantaged pupils Open nurture space for lunchtime club to support social interaction and giving children quiet time where necessary HLTA to work 1:1 with identified disadvantaged pupils Staff feedback post training to share expertise Attachment Awareness Project to improve ARP team expertise around specific needs Deployment of staff to meet needs of disadvantaged pupils across the school 	<p>Inclusion Manager</p> <p>SMT</p> <p>SEN support worker (HLTA to support identified disadvantaged pupils)</p> <p>Family Link Worker (running Nurture space)</p>	<p>January 2017</p>

ii. Other approaches					
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>C. Increase uptake of PP funding with a focus on EYFS & KS1 in line with the rest of the school</p> <p>D. To break down barriers to uptake of PP funding</p>	<ul style="list-style-type: none"> Introduce 'Redwell PP Card' to advertise PP funding Increase parental information about PP funding Increase awareness through the use of school newsletter, website, social media & parent council 	<ul style="list-style-type: none"> Some parents were unaware of PP funding and the criteria for application Low numbers led us to believe that there was more eligibility amongst our families 	<ul style="list-style-type: none"> Check PP numbers in school 3 x a year Parent questionnaires about PP to gain understanding 	<p>Inclusion Manager</p> <p>School Bursar</p> <p>Head Teacher</p>	January 2017
Total budgeted cost					£120,901

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost

<ul style="list-style-type: none"> • Increase support for vulnerable learners • Additional resources for supporting vulnerable learners 	<ul style="list-style-type: none"> • Specialist Dyslexia teacher to support with specific needs • Additional L1 TA to support in EYFS & KS1 to support vulnerable learners • L3 TA to support Friday lunchtimes for SMSC in EYFS & KS1 • Purchase new resources to support vulnerable learners 	<ul style="list-style-type: none"> • The gaps between our disadvantaged pupils and their peers is still significant in writing and Maths • Lunchtime behaviour still needs to improve – we would like to provide an inside space to allow quiet time for the disadvantaged pupils • New equipment for maths purchased and used as part of our CPA approach – impact needs to increase 	<ul style="list-style-type: none"> • Monitor PP children’s progress and attainment more closely • Increase the monitoring of provision for disadvantaged children • Increase awareness of disadvantaged pupils and their needs • Staff training on CPA approach to utilise new maths resources needs to be carried out 	
<ul style="list-style-type: none"> • Increase expertise of school staff to support vulnerable learners 	<ul style="list-style-type: none"> • Inclusion Manager to complete SENCO accreditation • HLTA expertise to be increased through training to support Inclusion Manager 	<ul style="list-style-type: none"> • SENCO course ongoing – to be completed October ‘16 • HLTA has increased knowledge of EHA process and become lead professional in school 	<ul style="list-style-type: none"> • We need to increase the amount of staff trained to support vulnerable learners to meet the growing need across the school • We need to develop the Inclusion ARP team into ‘Health & Wellbeing’ team to broaden our knowledge of disadvantaged pupils 	
ii. Other approaches				
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

<ul style="list-style-type: none"> • Additional unknown support that may be required for vulnerable learners and their families 	<ul style="list-style-type: none"> • Identify families/pupils would benefit from accessing PP funding 	<ul style="list-style-type: none"> • This has been relatively unsuccessful as the uptake has been low 	<ul style="list-style-type: none"> • We need to increase the profile of PP funding across the school • We need to raise awareness through social media and interaction with our parents 	
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7. Additional detail