

Pupil premium strategy statement (primary)

1. Summary information					
School	Redbrook Primary School				
Academic Year	2017/2018	Total PP budget	£5,200	Date of most recent PP Review	
Total number of pupils	37	Number of pupils eligible for PP	4	Date for next PP Strategy Review	

2. Current Attainment										
%at expected ARE in reading, writing and maths	KS1 Disadvantaged (0 Children)	KS1 non disadvantaged	National disadvantaged	National non disadvantaged	Redbrook to National Gap	KS2 disadvantaged (4 Children)	KS2 non disadvantaged	National disadvantaged	National non-disadvantaged	Redbrook Gap to National average
ARE Reading	N/A	N/A	63%	79%		50%	60%	60%	77%	-10%
ARE writing	N/A	N/A	54%	72%		25%	30%	66%	81%	-41%
ARE maths	N/A	N/A	62%	79%		50%	55%	63%	80%	-13%
KS1						KS2				

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.	Mental health issues/low self esteem	
B.	Quality First Inclusive Teaching for all year groups	
C.	Limited peer relationships	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Lack of stable family environment	
E.	Lack of enriching opportunities due to financial restraints	
4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Pupil premium children including those who are more able will show increased self-esteem and will have a more positive view of themselves. They will be able to interact more effectively in a range of situations and therefore show sustained progress.	Through increased self-esteem and self-worth PP children make as much progress as 'other' children in all areas across each key stage.
B.	Teaching across the school will be good or better in all year groups Priority actions for PP children including immediate feedback for improvement. Dedicated PP feedback with teacher weekly.	PP children make expected or better than expected progress.
C.	More secure peer relationships	Fewer behaviour incidents reported for these children
D.	Families feel able to approach school with concerns and school provides or signposts to relevant support	Families access FSW support
E.	To enable PP children to access enriching opportunities	All PP children have equal access to a wide variety of opportunities

5. Planned Expenditure					
Academic year		2017/2018			
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?
Teaching across the school will be good or better in all year groups	A well-developed curriculum with high levels of enrichment learning opportunities. Excellent teaching of phonics in EYFS and KS1. Talk for writing to stimulate high quality writing outcomes. A learning power approach teaching learning skills. The progressive use of concrete resources and pictorial methods prior to abstract strategies being implemented. The progressive use of concrete resources and pictorial methods prior to abstract strategies being implemented.	Research shows that all children make progress when quality first teaching is consistently in place. If phonics is taught with high expectations for all and closely matched to individual expectations then all children will make expected progress and this will impact on increasing attainment in reading. Talk for writing has been shown to be powerful in improving children's writing outcomes by enabling children to be secure orally. Schools that embrace a learning power approach find that children who take ownership of their learning are enthused and increasingly engaged and are able to identify their own next steps in learning.	SLT will monitor implementation and effectiveness of new curriculum. Pupil voice CPD to develop subject leader knowledge SLT to address weaknesses raised in an LA review. By providing CPD for all staff members in order to improve the quality of teaching.	SH SLT	Termly

Total budgeted cost					Cost of relevant CPD for all staff
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?

<p>Pupil premium children including those who are more able will show increased self-esteem and will have a more positive view of themselves. They will be able to interact more effectively in a range of situations and therefore show sustained progress.</p> <p>More secure peer relationships</p>	<p>To offer support to children and families from FSW All PP children to access weekly nurture group. CPD for all staff on emotional wellbeing mindfulness and engagement.</p> <p>Mindfulness lead to share strategies with staff. CPD for all staff on Mindfulness Access to FSW sessions Plan to develop outdoor area providing access to quiet areas.</p> <p>Look to establish a nurture group</p>	<p>The EEF toolkit suggests that (SEL) skills should be taught purposefully and explicitly linked to direct learning in schools, encouraging pupils to apply the skills they learn.</p> <p>Mindfulness has been shown to contribute directly to the development of cognitive and performance skills in the young.</p> <p>They often become more focused, more able to approach situations from a fresh perspective, use existing knowledge more effectively, and pay attention. There is substantial research evidence to suggest that outdoor adventure programmes can impact positively on young people's attitudes, beliefs and self-perceptions - examples of outcomes include independence, confidence, self-esteem, locus of control, self-efficacy, personal effectiveness and coping strategies interpersonal and social skills - such as social effectiveness, communication skills, group cohesion and teamwork.</p>	<p>Boxall Profile assessments will be carried out to show progress in academic, emotional and behavioural learning.</p> <p>Class teacher will liaise with nurture group teaching staff to ensure that the pedagogy is continued in class so that progress is seen across different contexts.</p> <p>All PP children to access the Boxall Profile assessments Staff training throughout the year through twilight training and staff meetings. SENCO to monitor access to FSW sessions. Development of outdoor area, priority in SIP.</p>	<p>BK</p> <p>BK LG SH ST</p>	<p>Review termly</p> <p>Boxall Profile-£150 Nurture Teacher and TA</p> <p>Summer 2018</p>
Total budgeted cost					£150 Boxall Profile
iii. 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?

PP children have equal access to enriching opportunities	To make individual music lessons available to all PP children	'Music is an universal craft which encompasses many key skills. The impact music tuition has on listening, concentration, general focus and spacial awareness is well documented, with many case studies throughout the UK detailing the major effects music can have improving language, number and team working skills for Pupil Premium and EAL pupils.	Music SL to liaise with INCo re suggesting children who could benefit from this action.	AM BK	Summer 2018
Access to counselling from FSW	Children to be referred to Inco by Teachers	Children need to build trusted relationships with adults in order to feel confident to share anxieties and concerns.	INCO to receive reports from FSW, class teachers to inform INCO of success of sessions with FSW from the classroom environment.	ST BK	Summer 2018
Total budgeted cost					Music lessons, FSW time

6. Review of expenditure				
TBC summer 2018				
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
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
iii. 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
7. Additional detail				
In this section you can annex or refer to additional information which you have used to support the sections above.				