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| Summary Information |
| School | Redbrook Primary School |
| Academic Year | 2017/2018 | Total PP Budget | £5280 | Date of most recent PP review | 4.7.18 |
| Total number of pupils | 39 | Number of pupils eligible for PP | 9 (4 pp children joined during the summer term)(funding for 4) | Date of next internal review of this strategy | 7.2019 |

**St Briavels Pupil Premium Report 2017/2018**

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| Breakdown | Funding |
| Ever 6 pupils 4 pupils @£1320 | £5280 |
| Post looked after (PP+) 0 @£1900 | N/A |
| Total | £5280 |

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| %at expected ARE in reading, writing and maths  | **KS1 Disadvantaged****(2 Children)** | **KS1 non disadvantaged** | **National disadvantaged** | **National non disadvantaged** | **Redbrook****to National Gap** | **KS2 disadvantages****(3 Children)** | **KS2 non disadvantaged** | **National disadvantaged** | **National non-disadvantaged** | **Redbrook Gap to National average** |
| ARE Reading | 100% | 75% | 79% | 75% | +21% | 67% | 67% | 80% | 75% | -13% |
| ARE writing | 50% | 50% | 74% | 70% | -24% | 33% | 56% | 83% | 78% | -50% |
| ARE maths | 100% | 63% | 80% | 76% | +20% | 33% | 67% | 81% | 76% | -48% |
| KS1 | KS2 |

**Phonics Test**

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|  | 2018 Redbrook disadvantaged | 2018 Redbrook non disadvantaged | 2018 national disadvantaged | 2018 national non disadvantaged | Difference between school disadvantaged and national disadvantaged |
| Year 1 ( 2 children) | 0% | 0% | 85% | 83% | -85% |
| Year 2 (0 children) |  | 100% |  |  |  |

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| **2. Barriers to future attainment (for pupils eligible for PP, including high ability)** |
|  | Mental health issues, low self esteem |
| B | Quality first inclusive teaching for all year groups |
| C | Limited peer relationships |
|  | External Barriers |
| D | Lack of stable family environment |
| E | Lack of enriching opportunites due to financial restraints |
| 3. Desired Outcomes |
|  | Desired outcomes and how they will be measured | Success criteria |
| A(Mental health issues, low self esteem) | Pupil premium children, including those who are more able will show increased self-esteem and will have a more positive self-image. 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 will make as much progress as other children in all area across each key stage. |
| What evidence is there to show that PP children make as much progress as other children in all areas across the key stage? |
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|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | Disadvantaged | Non-Disadvatnaged | Disadvantaged | Non-Disadvatnaged | Disadvantaged | Non-Disadvatnaged | Disadvantaged | Non-Disadvatnaged | Disadvantaged | Non-Disadvatnaged | Disadvantaged | Non-Disadvatnaged |
| Maths | N/A as 2 disadvantaged children joined school in summer term 2018 | 0 | +0.5 | +0.8 |  | +0.3 | N/A as 2 disadvantaged children joined school in summer term 2018 | +0.5 |  | +0.3 | -0.3 | 0 |
| Reading | 0 | +0.5 | +0.6 |  | +0.3 | +0.5 |  | +1.0 | 0 | +0.3 |
| Writing | 0 | +1 | +0.6 |  | 0 | +0.8 |  | +0.7 | +1 | +1 |

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| B(Quality first inclusive teaching) | Teaching across the school will be good or better in all year groupsPriority actions for PP children including immediate feedback for improvement. Dedicated PP feedback with teacher weekly. | PP children make expected or better than expected progress. |
| What evidence is there to show that PP children will make expected or better than expected progress? |
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|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Number of PP children | 2 | 2 | 0 | 2 | 0 | 3 |
| Maths | N/A as 2 disadvantaged children joined school in summer term 2018 | 50% expected50% above expected |  | N/A as 2 disadvantaged children joined school in summer term 2018 |  | 67% expected |
| Reading | 50% expected50% above expected |  |  | 100% expected |
| Writing | 100% above expected |  |  | 100% above expected |

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| C(Limited peer relationships) | More secure peer relationships | Fewer behaviour incidents reported for these children |
| What evidence is there to show that there are fewer reported behaviour incidents for PP children? |
|  Pupil premium child A with severe behavioural difficulties left the school April 2018Pupil premium child B with a My Plan + for behaviour joined the school in May 2018, due to immediate involvement of FSW and support sessions provided both for the pupil and parent, plus good quality first teaching identifying the needs of the pupil and tailoring the curriculum to meet their needs, behavioural incidents dramatically improved by July 2018.Pupil premium child C joined the school in October 2017 and struggled socially and emotionally which resulted in non-compliant behaviour at transition points, this was compounded by a family request for flexi-schooling. FSW support was offered and sessions with parents were organised. |
| D(Lack of stable family environment) | Families feel able to approach school with concerns and school provides or signposts to relevant support | Families access FSW support |
| What evidence is there that families feel able to approach school for relevant help and support? |
| Out of all our PP children 4 accessed our FSW for support50% of PP families have had ongoing FSW support since Oct 201725% of pp families have accessed FSW support since May 2018 There were positive outcomes in getting difficult families to engage. Pupil premium children were keen on seeing FSW on a regular basis.In meeting the FSW to talk through anxieties about changes in their home life 50% of our PP children were able to make expected or better than expected progress during periods of upheaval in their lives.

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|  | Child A | Child B |
|  | Aut 2017 | Sum 2018 | Sum 2017 | Sum 2018 |
| Maths | WTS | GDR | BLW | WTS |
| Reading | BLW | ARE | BLW | BLW |
| Writing | BLW | ARE | BLW | BLW |

50% of PP families approached school for support with breakfast club to aid transition into school from previous part time schooling 25% of PP families requested support with raising self-esteem and sessions were then provided by class teacher.  |
| ELack of enriching opportunities due to financial restraints | To enable PP children to access enriching opportunities | All PP children have equal access to a wide variety of opportunities |
| What evidence is there that PP children have equal access to a wide variety of enriching opportunities? |
|  Expenditure, music lessons, trips, PGL, breakfast club, after school club, summer sports clubFor 22% of PP children breakfast club was provided HHP LHPFor 11% of PP children after school club EBPGL LT CH ES FL? EM?Drum Lessons FL |

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| 1. **Review of Expenditure**
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| Action | Impact | Cost | Future Actions |
| CPD Learning power approachMental health trainingWGSP SL trainingForesters forest training |  | £1350 |  |
| Trips/Residential | NF-Residential? | 3 residentialTRIPS£600  | Offer to selected families due to financial constraints |
| Meals | Concentration levels in the afternoons due to the benefit of a hot meal | ?? children | Continue to offer to families where appropriate |
| Breakfast Club | Concentration levels during the school day.Support with attendance being in on timeSmall group social interactionSupporting families to maintain children’s routine during difficult periods.  | 2 children | Continue to offer where appropriate |
| TA Intervention | Out of all 9 PP children, 5 have had intervention. Out of these 5 children 100% children have made expected progress | Weekly intervention£1950 | Best use of funding for best impact |
| Cool Milk??? |  | ? children | Continue to provide as needed. |
| FSW | See D in desired outcomes  | Weekly support sessions£500 | Continue to provide as needed  |

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|  | Cost | Percentage of Budget |
| Enrichment  |  |  |
| Nurture Groups  |  |  |
| Targeted Support |  |  |