# Pupil premium strategy statement (primary)

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| 1. **Summary information**
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| **School** | Redbrook Primary School  |
| **Academic Year** | 2019/2020 | **Total PP budget** | £7,920 | **Date of most recent PP Review** | 4.7.18 |
| **Total number of pupils** | 35 | **Number of pupils eligible for PP** | 7 (funding for 6) | **Date for next PP Strategy Review** | 7.2020 |

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| 1. **Current Attainment**
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| %at expected ARE in reading, writing and maths  | **KS1 Disadvantaged****(3 Children)** | **KS1 non disadvantaged** | **National disadvantaged** | **National non disadvantaged** | **Redbrook to National Gap** | **KS2 disadvantaged****(0 children)** | **KS2 non disadvantaged** | **National disadvantaged** | **National non-disadvantaged** | **Redbrook Gap to National average** |
| ARE Reading | 67% | 25% | 78% | 78% | -11% | N/A | 50% | 78% | 78% | N/A |
| ARE writing | 33% | 25% | 73% | 73% | -40% | N/A | 50% | 83% | 83% | N/A |
| ARE maths | 67% | 25% | 79% | 79% | -12% | N/A | 50% | 84% | 84% | N/A |
| KS1 | KS2 |

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| 1. **Barriers to future attainment (for pupils eligible for PP)**
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| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Small size of school and year group therefore leading to limited peer relationships.  |
|  | Extension of experiences outside the immediate locality in order to improve oracy and vocabulary. |
|  | Self-esteem and confidence issues can affect academic progress.  |
| **D** | Appointment of new job share member of staff in KS2 class  |
|  **E** | Children who are in receipt of Pupil Premium who also have additional needs such as SEND and Family Support |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **F** | Lack of enriching opportunities due to financial restraints.  |
|  **G**  | Low Attendance rates |

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| 1. **Outcomes** *(Desired outcomes and how they will be measured)*
 | **Success criteria**  |
|  |  Children will have cross Federation experiences allowing them to work with a larger and more varied group of their peers on shared projects where possible, eg Malvern Garden Show.  | An increase in confidence and ability to work with a larger and more varied group of peers. To work in a wider collaborative group than is available on Redbrook site.  |
|  | Children will have experiences outside their immediate locality with a focus on helping to improve oracy and vocabulary. | An increase in understanding of a wider global context and an increase in oracy skills using vocabulary gained from a widening of experience. |
|  |  Pupil Premium children will make expected or better than expected progress in line with their peers in all subjects.  | Nurture group support and use of Boxall profile targets children will make expected or better than expected progress in line with their peers in all subjects.  |
|  | Pupil Premium children will quickly feel confident with new appointment and continue to make expected progress.  | Through the continued use of 1:1 feedback for Pupil Premium children, termly targets will continue to be met consistently.  |
|  | Quick identification of gaps in learning followed by 1:1 intervention sessions will enable consistent progress to be made.  | Pupil premium children with SEND are supported to make expected or better than progress.  |
|  | To enable PP children to access enriching opportunities  | All PP children have equal access to a wide variety of opportunities. School has a clear process known by parents in reference to accessing financial help.  |
|  | Attendance rates for pupil premium children are in line with National expectation.  | All pupil premium children will achieve the expected attendance rate.  |

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| 1. **Planned Expenditure**
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| 1. **Quality of teaching for all**
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| **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?** |
| Children will have cross Federation experiences allowing them to work with a larger and more varied group of their peers on shared projects where possible, eg Malvern Garden Show.Children will have experiences outside their immediate locality with a focus on helping to improve oracy and vocabulary.To implement a Learning Power Approach in order that all four year groups may become independent learners. Pupil Premium children will quickly feel confident with new appointment and continue to make expected progress | Through Nurture group pupil premium children will take the lead in liaising with their peers and TEC group at St Briavels and reporting back to their class about the Malvern Project. To plan experiences into the enquiry curriculum to widen PP pupils experiences beyond their immediate localityStaff to trial approaches following staff meeting training. New appointment will meet with Inco and job share to discuss Pupil Premium children and their barriers to learningJob share partners to complete first 1:1 feedback session together so that new appointee is able to become familiar with the process.  | *‘On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.’* The EEF research shows that *‘Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.’* *C:\Users\BK\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D6F2BD1A.tmp*+7months*C:\Users\BK\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D6F2BD1A.tmp*As identified by the EEF *‘Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics’**+8months progress* | Nurture group lead to meet termly with Inco. Boxall Profile targets to be met 3x a yearCurriculum lead to meet with INCO to review experiences available through enquiry lead curriculumRegular CPD through staff meetings. Head teacher to focus on Learning Power approach in lesson observations.  | BK/ SEBK DLTSH/ Federation Staff | 3x a year3x a yearTermly  |
| New appointment will be able to talk confidently about Pupil Premium children and their progress. New appointment will feel confident in undertaking the 1:1 feedback alone.  | BK/ SLeTJC | Termly |
| **Total budgeted cost** |  |

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| 1. **Targeted Support**
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| **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?** |
| Quick identification of gaps in learning followed by 1:1 intervention sessions will enable consistent progress to be madeAttendance rates for pupil premium children are in line with National expectation | During Pupil Progress meetings gaps in pupil premiums children’s learning will be identified quickly and barriers to learning will be discussed. Teachers will identify gaps and work with TAs on suitable supplementary 1:1 intervention sessions in order to close gaps in learning. Pupil Premium families to be made aware of new FSW appointment and advised on how to access this service. Pupil Premium children’s attendance will be monitored by admin staff and head teacher.Where attendance falls below National average, the Inco will meet with HT and parent to discuss possible methods of support and if necessary FSW get involved. | *C:\Users\BK\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D6F2BD1A.tmp*Through short bursts of supplementary 1:1 interventions children will close identified gaps quickly and make good progress. *‘Individualised instruction may be better used as a supplement to usual class teaching, rather than a standard replacement.’**+3months* | Monitoring of progress of pupil premium children at pupil progress meetings by Subject leaders. Inco to meet with intervention TA regularly. Inco to meet with FSW and act on issues arises from the sessions. Percentages of attendance will remain above the National Average | Subject LeadersBKBKSH/BK/Admin | TermlyTermly3x a year or when necessary |
| **Total budgeted cost** |  |

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| 1. **Other approaches**
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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **When will you review implementation?** |
| PP children have equal access to enriching opportunities | To make individual music lessons available to all PP childrenTo offer financial help for trips residentials etc where needed | *C:\Users\BK\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D6F2BD1A.tmp*The EEF states that music participation *‘benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.’*+2MonthsTo allow PP children to access the same experiences which enrich the curriculum as the non PP children. | Inco to liaise with peripatetic music teachers. Parents of PP children are aware of the process for accessing help with trips, visits etc.Pupil Premium lead to monitor uptake. | YearlyTermly |
| Access to counselling from FSW | Children to be referred to Inco by TeachersTo offer support to children and families from FSW CPD for all staff on emotional wellbeing mindfulness and engagement. | 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. |  |
| **Total budgeted cost** |  |

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| 1. **Additional detail**
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| In this section you can annex or refer to **additional** information which you have used to support the sections above. |