# Pupil premium strategy statement (primary)

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| 1. **Summary information** | | | | | |
| **School** | Redbrook Primary School | | | | |
| **Academic Year** | 2018/2019 | **Total PP budget** | £7,920 | **Date of most recent PP Review** | 4.7.18 |
| **Total number of pupils** | 30 | **Number of pupils eligible for PP** | 7 (Funding for 6) | **Date for next PP Strategy Review** | 7.2019 |

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| 1. **Current Attainment** | | | | | | | | | | |
| %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 disadvantaged**  **(3 child)** | **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% | 33% | 83% | 78% | -50% |
| ARE maths | 100% | 63% | 80% | 76% | +20% | 33% | 67% | 81% | 76% | -48% |
| KS1 | | | | | | KS2 | | | | |

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| 1. **Barriers to future attainment (for pupils eligible for PP)** | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
|  | Gaps in skills due to multiple school placements |
|  | Quality First Inclusive Teaching for all year groups |
| **C.** | Limited peer relationships |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **D.** | Lack of stable family environment |
| **E.** | Lack of enriching opportunities due to financial restraints |

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| 1. **Outcomes** *(Desired outcomes and how they will be measured)* | | **Success criteria** |
|  | Pupil premium children including those who are more able will close identified gaps and achieve ARE. | Through targeted interventions PP children make as much progress as ‘other’ children in all areas across each key stage. |
|  | 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. | PP children make expected or better than expected progress. |
|  | More secure peer relationships | Fewer behaviour incidents reported for these children |
|  | Families feel able to approach school with concerns and school provides or signposts to relevant support | Families access FSW support |
|  | To enable PP children to access enriching opportunities | All PP children have equal access to a wide variety of opportunities |

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| 1. **Planned Expenditure** | | | | | | | | |
| * **Academic year** | | | **2018/2019** | | | | | |
| 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 | | | | | | | | |
| 1. **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.  A learning power approach teaching learning skills.  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.  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  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 |
| 1. **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?** |
| Pupil premium children including those who are more able will close identified gaps and achieve ARE.  More secure peer relationships | Deliver targeted interventions in order close identified gaps for pupils with frequent mobility.  Access to FSW sessions  Plan to develop outdoor area providing access to quiet areas. | | | *‘The process evaluation suggested that the intervention would have been more effective had it been started at the beginning of the year and run over a longer period of time, rather than as a catch-up intervention in the busy period at the end of Year 6. Some schools were only able to implement a small number of sessions, which made it impossible to implement, monitor and adjust the intervention as intended.’*  Following the EEF report on the effectiveness of targeted interventions, we have implemented a regular monitored programme of interventions to enable pupils to make swift progress and therefore close identified gaps.  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. | | Regular PP feedback sessions with class teacher.  Regular monitoring of PP progress.  SENCO to monitor access to FSW sessions.  Development of outdoor area, priority in SIP. | BK | Review termly |
| **Total budgeted cost** | | | | | | | | TA interventions |
| 1. **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  To offer financial help for trips residentials etc where needed | | ‘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.  To allow PP children to access the same experiences which enrich the curriculum as the non PP children. | | Music SL to liaise with INCo re suggesting children who could benefit from this action.  All PP children’s parents will be informed that financial help is available if requested | BK  GC | Yearly  Termly |
| Access to counselling from FSW | | Children to be referred to Inco by Teachers  To 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. | ST  BK |  |
| **Total budgeted cost** | | | | | | | | **Music lessons, FSW time** |

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| 1. **Review of expenditure** | | | | |
| **TBC summer 2019** | |  | | |
| 1. **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** |
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| 1. **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** |
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| 1. **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** |
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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to support the sections above. |