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| Summary Information | | | | | |
| Academic Year | 2018/2019 | Total PP Budget | £7920 | Date of most recent PP review | 4.7.18 |
| Total number of pupils | 35 | Number of pupils eligible for PP | 5  (1 child left Nov 2018) | Date of next internal review of this strategy |  |

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| Breakdown | Funding |
| Ever 6 pupils 1 pupil @£1320 | £1320 |
| FSM 4 pupils @£1320 | £5280 |
| Post looked after (PP+) 0 @£1900 | N/A |
| Total | £7920 |

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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**  **(0 Children)** | **KS2 non disadvantaged** | **National disadvantaged** | **National non-disadvantaged** | **Redbrook Gap to National average** |
| ARE Reading | 50% | 40% |  |  |  | N/A | 50% |  |  |  |
| ARE writing | 0% | 40% |  |  |  | N/A | 50% |  |  |  |
| ARE maths | 50% | 40% |  |  |  | N/A | 50% |  |  |  |
|  | | | | | | KS2 | | | | |

**Phonics Test**

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|  | 2019 Redbrook disadvantaged | 2019 Redbrook non disadvantaged | 2019 national disadvantaged | 2019 national non disadvantaged | Difference between school disadvantaged and national disadvantaged |
| Year 1 ( 2 children) | N/A | 60% |  |  |  |
| Year 2 (0 children) | 100% | 0% |  |  |  |

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| **2. Barriers to future attainment (for pupils eligible for PP, including high ability)** | | |
|  | Gaps in Skills due to multiple school placements | |
| B | Quality first inclusive teaching for all year groups | |
| C | Limited peer relationships | |
|  | External Barriers | |
| D | Lack of awareness of available support | |
| E | Lack of enriching opportunities 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 close identified caps and achieve ARE | Through targets interventions PP children will make as much progress as other children in all areas across each Key stage. |

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| 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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| B  (Quality first inclusive teaching) | 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. | | |
| What evidence is there to show that PP children will make expected or better than expected progress? | | | | | |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | | Number of PP children | 0 | 2 | 1 | 0 | 2 | 0 | | Reading |  | 100% above expected | 100% |  | 50% Above expected |  | | Writing | 50% expected | 100% | 50% Expected  50% Above expected | | Maths | 50% expected | 100% | 100% |   Dedicated PP feedback – begun Summer 2019. Embed fully from Sept 2019 | | | | | |
| 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? | | | | | |
| Behaviour strategies have been put in place for some PP children including lunchtime support with ongoing success. | | | | | |
| 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? | | | | | |
| 40% of our PP families have approached school and accessed support from relevant agencies.  20% of our PP families have approached school for support with Wrap Around Care | | | | | |
| E  Lack 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? | | | | | |
| See PP spending spreadsheet for exact amount of expenditure per child for music lessons, trips, PGL, breakfast club and after school club. | | | | | |

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| 1. **Review of Expenditure** | | | |
| Action | Impact | Cost | Future Actions |
| CPD | See A and B in desired outcomes | £2000 | Target relevant training programme to PP children as well as peers |
| Trips/Residential | PP children were able to attend the yr5/6 residential trip. Taking part with all their peers in this important experience allowed them to participate fully in team work activities and the ‘residential experience’.  All PP children were able to access school trips with an increased ratio of adults:children enabling all children to benefit fully in learning outside the classroom. Therefore, all PP children were able to participate in follow up work based on trips. | £779.25 | Offer to all pp families |
| Wrap Around Care/School Dinners | Small group social interaction  Supporting families to maintain children’s routine during difficult periods. | £37.50 | Continue to offer where appropriate |
| TA/Teacher Intervention | 60% of our PP children have received targeted 1:1 interventions.  See progress chart below.   |  |  |  |  | | --- | --- | --- | --- | |  | Below Expected | Expected | Above Expected | | R | Child A | Child C | Child B | | W | Child B | Child A & C |  | | M | Child B | Child A & C |  | | Weekly intervention  £1974 | Best use of funding for best impact |
| FSW | See D in desired outcomes | £325 | Continue to provide as needed |
| Lunchtime Provision | See C in desired outcomes | £1570.00 | Continue to provide as needed |

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|  | Cost | Percentage of Budget |
| Enrichment | £779.25 | 10% |
| Nurture | £362.50 | 5% |
| Targeted Support | £5544 | 70% |

