

# Redhill Primary School Pupil Premium Strategy Statement

## **Pupil Premium Provision Strategy and expenditure:**

The Pupil Premium is additional funding allocated to schools to help support disadvantaged students, diminishing the difference between them and their peers. At Redhill Primary School Pupil Premium is funding allocated to pupils who are currently children looked after (CLA), eligible for free school meals and who have been eligible for free school meals at any point in the last six years. This equates 17% of our school population. The funding has contributed to a wide range of resources designed to maximise pupil potential in every possible way.

## **Principles:**

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop his/her full potential, irrespective of need.

## **Background:**

The Pupil Premium targets extra funding for pupils from deprived backgrounds. Research shows these pupils underachieve compared to their non-deprived peers. The premium is provided in order to support these students to reach their potential. The DFE use pupils entitled to free school meals (FSM), children of service personnel and Looked After Children as an indicator for deprivation and have deployed a fixed amount of money to schools per pupil, based upon the number registered for FSM. At Redhill Primary School, we will be using the indicator of those eligible for FSM as our target children to diminish the difference in attainment and progress.

The Government have not dictated to schools how to spend this money, but are clear that schools will need to employ strategies that they know will support these pupils to increase their attainment.

## **Provision:**

In order to meet the above requirements, the Governing Body of Redhill will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to the vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged students are adequately addressed. At Redhill Primary school we have looked at the evidence regarding approaches that have been effective. We base all our approaches on identifying individual barriers. We use pupil premium to fund whole-school approaches, professional development for teachers and well as creating our own interventions which enable the school to design an approach tailored to own pupils' needs, whilst mindful of staff's areas of expertise.

**Education Endowment Fund (EEF) Teaching and Learning Toolkit, Ofsted 2013 and 2014, NFER Report – Supporting the attainment of disadvantaged pupils**

1. Summary information					
School	Redhill Primary School				
Academic Year	2017-18	Total PP budget	£51,480 School, £11,400 Service £1,900 LAC, £1,018 Nursery	Date of most recent PP Review	Sept16
Total no. of pupils	420	No. of pupils eligible	47 + ? Nursery	Date for internal review of strategy	Nov16

1.	2. Current attainment					
% achieving ARE in:	<i>Pupils eligible for PP (your school)</i> Whole School 2017/2016/2015      Yr 6 only 2017 2016			<i>Pupils eligible for PP (national)</i>	<i>Pupils not eligible for PP (school/nat other)</i> 2017/2016 Year 6 only	
Reading	77%, 82%, 90%,	67%, 83% womo	71%	59%	76%/77%	71%71%
Writing	79%, 72%, 90%	78%, 100% womo	86%	65%	90%/81%	80%/79%
Maths	75%, 77%, 87%	44%, 67% womo	57%	63%	76%/80%	59%/75%
SPAG	80%, 74%	55%, 83% womo	86%	66%	94%/82%	80%/78%
% achieving ARE+ in:	<i>Pupils eligible for PP (your school)</i> Whole School 2017/2016/2015      Yr 6 only 2017 2016 No. of pupils 52/42/39/30			<i>Pupils eligible for PP (national)</i>	<i>Pupils not eligible for PP (school/nat other)</i> 2017/2016 Year 6 only	
Reading	14%,	11%, 17% womo	14%	14%	33%/29%	14%23%
Writing	20%,	22%,33% womo	29%	10%	53%/21%	29%/18%
Maths	18%,	11%, 17% womo	14%	13%	36%/27%	16%/20%
SPAG	16%,	22%, 33% womo	14%	20%	44%/35%	25%/27%
% making expected	88%,98%, 98%, 97%	2017 -2.22,0.81 womo		-0.8	2017 -0.99, -0.38 womo / 0.3 nat 2016 -0.7	
	25%, 17%, 26%, 47%	2016 -1.56,				
% making expected	90%, 98%, 92%, 93%	2017 -0.40, 2.05 womo		-0.5	2017 2.75, 3.30 womo / 0.1 nat 2016 2.6	
	40%, 21%, 31%, 40%	2016 3.30,				
% making expected	88%, 85%, 98%, 100%	2017 -3.79, -0.77 womo		-0.7	2017 -1.10, -0.51 womo / 0.2 nat	
	25%, 7%, 31%, 57%	2016 -1.31,			2016 -0.91	

3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Poor language skills due to EAL or Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress and phonic development in subsequent years.	
B.	PP lower attainment on entry	
C.	Poor mental arithmetic	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Home learning environment, mobility factors	
4. Desired outcomes	Success criteria	
A.	Improve oral language skills for pupils eligible for PP	Pupils eligible for PP in Reception class make rapid progress by the end of the
B.	Good or better academic progress, diminishing any difference between our disadvantaged pupils and	Measured by SAT results 2018
C.	Ensure health and wellbeing of disadvantaged pupils is positive	Parent/child feedback in structured conversations
D.	Improved attainment at end of KS2 in Reading and Maths	DA attainment in line with national other.

5. Planned expenditure					
<b>Academic year</b>	<b>2017-18</b>				
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?

<p>Ensure all lessons meet the needs of all students and engage target groups; raise expectations of staff and pupils TAs and other additional adults are used effectively to secure high rates of progress for pupils</p>	<p>All Teaching and Support Staff receive the same high quality See CPD plan Lesson Study work see RAP</p>		<p>Lesson observations and book scrutinies completed. Lesson study monitoring and analysis</p>	<p>SLT</p>	<p>December 2017</p>
<p>Improved oral language skills in Reception Improved progress for high attaining pupils</p>	<p>Staff training on high quality feedback. Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p>	<p>Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy.</p>	<p>Foundation Leader</p>	<p>Jan 2018</p>
<p>Increase the attainment of DA Y6 pupils to ensure 85% of children meet ARE by the end of the year Continue to improve attainment and progress in mathematics Children to have accurate and confident recall of basic number facts (appropriate for their age)  Increased scores on weekly tests  Increased scores on assessment papers (mental arithmetic – Y2 and Y6)</p>	<p>Change of curriculum focus Targeted additional intervention: mental arithmetic, including mental strategies, written calculation methods, basic calculations with fractions Additional calculation sessions (from October) – to revise mental and written calculation strategies; increase familiarity with mental arithmetic format; increase speed of recall and identify gaps for teaching  Enhance mental arithmetic and fluency provision: staff will use misconceptions and errors from tests to address gaps in learning. Pupils will then address their barriers as</p>	<p>Review of SATS papers show that consistently over the last two years, children not attaining ARE are not achieving well on paper 1 – mental arithmetic. Children's recall is not quick or efficient and this is particularly noticeable with SA pupils.</p>	<p>Maths Hub involvement  Collaboration with maths consultant  Quality professional development  Coaching/lesson study  Parental support</p>	<p>Maths subject Leader</p>	<p>November 2017 Book scrutiny/lesson observations</p>

	<p>part of their homework as well as learning in lessons. Staff will also ensure more systematic teaching of times tables (see below for more details)</p> <p>Revise booster provision in year 6 to target pupils attaining just below age related expectations for the first part of the autumn term. The mathematics subject leader and the assistant headteacher will support with this</p> <p>Review and develop the calculation policy to support staff with teaching of strategies: include sections on place value, all four operations and calculations with fraction</p> <p>Weekly times tables test (Y2-Y4)</p> <ul style="list-style-type: none"> <li>• Scores to be kept</li> <li>• Tests to be put in homework books so parents are aware and can follow up</li> <li>• Homework set to be linked to times tables facts</li> <li>• Work through bronze, silver, gold scheme (times tables facts, division facts, applying in problem solving)</li> </ul> <p>Weekly Arithmetic Test (Y5-6)</p> <ul style="list-style-type: none"> <li>• Scores to be kept</li> <li>• Tests to be put in homework books so parents are aware and can follow up</li> <li>• Follow up of issues: mental starters, intervention groups, teaching sessions (as needed)</li> </ul> <p>Homework</p> <ul style="list-style-type: none"> <li>• focus on mental maths in all year groups</li> </ul>				
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	<ul style="list-style-type: none"> <li>• provide website links/activities for parents to use to practise skills</li> <li>• ensure parents are aware of expectations for each year group</li> </ul>				
<p>To continue to improve attainment in reading comprehension and stamina by revising whole class and guided reading offer.</p> <p>The percentage of pupils/DA pupils attaining age related expectations at the end of key stage 2 in reading and mathematics is in line with attainment by July 2018.</p>	<p>Increase the frequency of teaching of reading comprehension skills and reading stamina with the introduction of daily whole class reciprocal reading across Key Stage 2</p> <p>Use the coaching model to induct new members of staff in reception, year 1 and year 4 so that the quality of teaching, learning and assessment is securely good in these year groups by October half term</p> <p>Provide staff training on guided reading and effective questioning to develop excellent comprehension and inference skills. Staff will then blend guided reading interventions with whole class text level teaching using high quality text.</p>		<p>SLT to continue to monitor all aspects of literacy.</p> <p>Book scrutiny by SLT to identify strengths and areas for development.</p>		
<b>Total budgeted cost</b>					£15,923
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and</b>	<b>How will you ensure it is implemented</b>	<b>Staff lead</b>	<b>When will you review</b>

Accelerated progress to ensure difference diminished for reading, writing and maths	To run a targeted intervention plans in each year group.  See pupil premium assessment tracker, RAP, and intervention plans	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as	SLT monitoring of planning and delivery of interventions	CL/CF	December 2017
Improved oral language skills in reception	121 and small group provision of Nuffield Early Language Intervention for children in Reception.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	Reception class teachers	Jun 20178
Good or better academic progress, diminishing any difference between our disadvantaged pupils and national. SATS as measured More able pupils reach their full potential	<b>Small group Tuition in Maths</b> is provided for all pupils in receipt of PPG in Year 6 who are not on track to attain expected ARE based on starting points Booster Groups: targeted children at risk of not meeting ARE or making expected progress	EEF toolkit evidence indicates that small group tuition can be effective, on average accelerating learning by approximately five additional months' progress. Moderate impact for moderate costs.	SLT monitoring of planning and delivery of interventions		
<b>Total budgeted cost</b>					£123,375
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and</b>	<b>How will you ensure it is implemented</b>	<b>Staff lead</b>	<b>When will you review</b>

Ensure the progress of all target students is tracked and that all relevant leaders are held accountable for the progress of these students	Identification, Tracking and Accountability Through pupil progress meetings, Explicit focus in monitoring systems	That whole school accountability for the progress of PP is far more effective than a role designated to an individual	HT/Data Lead track performance of year groups in different key stages Linked to performance management	CL/CF	December 2017
Pupils are in school on time each day and ready to learn. Attendance is above national average and above 95% for all FSM children.	Breakfast Club is subsidised for pupils in receipt of PPG. A trained HLTA level supervisor runs this support so that pupils receive high quality support from the beginning of the day	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Monitor the attendance of PP. discussions with class teacher readiness for learning	CL/ZB	December 2017
Pupils able to manage the demands of the school curriculum and be in an emotional state which allows them to learn and reduce anxiety	Actively engage pupils in outdoor learning opportunities with experienced instructors To support pupils with emotional needs, bereavement, trauma and relationship needs Pupils are identified as needing additional support for managing anger, managing feelings and developing relationships.	Research shows that pupils dealing with emotional and social issues, make less progress, not ready to learn and don't fully engage in lessons.	Pupil questionnaire Take up of clubs and residential	MW/DS/DS	December 2017
<b>Total budgeted cost</b>					£5,826

## 6. Review of expenditure – end of 2016-7 academic year

<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>



Ensure all lessons meet the needs of all students and engage target groups; raise expectations of staff and pupils TAs and other additional adults are used effectively to secure high rates of progress for pupils	All Teaching and Support Staff receive the same high quality See CPD plan Lesson Study work see RAP	Teaching never judged as less than good for all teachers except one in area of Literacy.  Monitoring of TA's and adults for most, showed a positive impact on pupil progress. However further work is needed to support less experienced non-teaching staff in terms of curriculum knowledge, appropriate delivery and support. Coaching partners/lesson study approached for non-teaching staff enhanced staff expertise	To continue CF/DR to continue coaching program for non-teaching staff, with more intense support for new staff Sept in 2017. Lesson study support to continue to support new teachers and those in their second year. Bok scrutiny and lesson observations, including external validation, noted the impact of this work.	Total £15,923
Improved oral language skills in Reception Improved progress for high attaining pupils	Staff training on high quality feedback. Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE.	Peer observation of attendees' classes worked well to embed learning. Peer and self-assessment here ELG score	To continue	

## ii. Targeted support

Desired outcome	Chosen action	Estimated impact:	Lessons learned	Cost
Accelerated progress to ensure difference diminished for reading, writing and maths	To run a targeted intervention plans in each year group.	See pupil premium report, RAP, and intervention plans  Overall progress for groups in all subjects was high, concerns with	CF/DR to continue coaching program for non-teaching staff, with more intense support for new staff Sept in 2017. Lesson study support to continue to support new teachers and those in their second year. Bok scrutiny and lesson observations, including external validation, noted the impact of this work.	Total cost £123, 375
Improved oral language skills in reception	121 and small group provision of Nuffield Early Language Intervention for children in Reception.	Improved expressive language skills, including the use of vocabulary and grammar. Their letter-sound knowledge and spelling also improved, indicating the foundations of phonics were in place.	Introduce to Nursery and used as intervention for LA in Year 1.	
Desired outcome	Chosen action	Estimated impact:	Lessons learned	Cost

Ensure the progress of all target students is tracked and that all relevant leaders are held accountable for the progress of these students	Identification, Tracking and Accountability Through pupil progress meetings, Explicit focus in monitoring systems	Pupil progress meetings and monitoring systems ensure whole school accountability preventing children from slipping through the net and ensuring teachers respond quickly to concerns	To continue	Total cost £5,826
Pupils are in school on time each day and ready to learn. Attendance is above national average and above 95% for all FSM children.	Breakfast Club is subsidised for pupils in receipt of PPG. A trained HLTA level supervisor runs this support so that pupils receive high quality support from the beginning of the day	Children ready to learn, better start to the day. only applicable to a few children.	To continue	
Pupils able to manage the demands of the school curriculum and be in an emotional state which allows them to learn and reduce anxiety	Actively engage pupils in outdoor learning opportunities with experienced instructors To support pupils with emotional needs, bereavement, trauma and relationship needs Pupils are identified as needing additional support for managing anger, managing feelings and developing relationships.	Low level exclusion rate Excellent attendance Minimal disruption to lessons School sufficiently resourced and trained to assist pupils with emotional needs	To continue	

## Overall Evaluation

### Year 6

#### Progress

Overall progress measure has not improved since 2016 however this cohort of 10 pupils significantly impacted by 3 pupils who arrived in Year 6, one with complex needs. Excluding mobility shows a positive improved picture for all subjects. Compared to national other (exc mobility), reading is above, writing is significantly above, maths just below. Compared to DA national school is above in all subjects.

#### Whole School

The picture for the whole school progress shows the vast majority making expected progress with a significant proportion, ranging between 20-30% average range making more than expected progress.

#### Attainment

Attainment at ARE for PP children in writing is in line with national other, but below in Reading, Maths and SPAG. However, excluding the mobility pupils entering school in Year 6, Reading is above national other, Writing significantly above national other, SPAG in line and Maths just below. For the proportions of pp children attaining the higher levels, all subjects are below national other, except writing is in line. Removing mobility children places writing % significantly above national, SPAG in line and reading and maths below. Schools PP results are above national DA in all subjects for ARE and ARE+ except for maths and SPAG at ARE. Removing mobility improves % to significantly above. 2017 results wo mobility have improved from 2016, demonstrating school is closing the gap.

#### Whole School

The picture for the whole school compares favourable with national other at ARE, except in Maths which is just below. AT ARE+ Writing compares favourable but other subjects % is below national other but higher than DA nationally.

\*Cautious small cohort with mobility.

### 7. Additional detail

Link governor for PP meets with Head teacher termly to discuss this strategy in individual detail. Head teacher reports to governors termly regarding overall effectiveness of the strategy. Strategy reviewed annually to assess lessons learned in order to inform future work.