

(PPF) Pupil Premium Funding Strategy Statement (Redwell Primary)

1. Summary information					
School	Redwell Primary School				
		Total PP budget - £93,099.41	£75,240 (2020/21) + £17,859.41 carry forward due to COVID-19 partial closure		
Academic Year	2020/21	Total spent to date:		Date of most recent PP monitoring visit	Summer 2018
Total number of pupils	630	Number of pupils eligible for PP/E6/Service	57 chn (January Census) 69 chn (Accurate up to 1 st November)	Most recent review of this strategy	November 2020
				Date for next internal review of this strategy	February 2021

2. Current attainment			
Based on Autumn 1 baseline data	Pupils eligible for PP (your school)		Pupils not eligible for PP (National data 2018/19)
	Years 1-6 Baseline (Aut 1)	Y6 Baseline Aut 1 (10 chn)	
% achieving in line with National expectations in reading, writing & maths	16%	20%	65%
% achieving in line with National expectations in reading	44%	80%	73%
% achieving in line with National expectations in writing	19%	20%	78%
% achieving in line with National expectations in maths	26%	40%	79%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Gaps in children's knowledge due to COVID-19 (missed learning to be addressed through additional intervention)
B.	Language acquisition to be addressed to support progress/attainment across all curriculum areas in all Key Stages
External barriers (issues which also require action outside school, such as low attendance rates)	
C.	Address Cultural Capital gaps amongst PP children – enhance the curriculum experience for the children
D.	Increase attendance figures to ensure they stay above school expectation of 96% (National target 95%)

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4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Gaps in children’s knowledge due to COVID-19	<ul style="list-style-type: none"> • Children will have the opportunities to address missed learning due to the pandemic • All PP children to take part in the 20-day challenge to support basic literacy skills to accelerate progress • PP children to be invited to ‘Magic Breakfast’ club to ensure that they get a healthy breakfast and are ready to learn • PP children to receive additional intervention to address missed learning (baseline completed to identify gaps) • PP children specifically referred to on the school provision map to track interventions
B.	Language acquisition to be addressed to support progress/attainment across all curriculum areas in all Key Stages	<ul style="list-style-type: none"> • Bespoke provision to improve access to writing and pupil progress in writing • Utilising Nesy program to support groups (where appropriate) Access to laptops to word process work • Review of current intervention programmes to be conducted and research into newer, more up-to date ones to be conducted • Adaptive handwriting packages to support basic skills • CPD for new & returning staff • Quality support for NQTs/UQTs – through mentoring system • Catch-up Literacy programme to be used to support vulnerable children • Reading for pleasure scheme to be introduced
C.	Address Cultural Capital gaps amongst PP children – enhance the curriculum experience for the children	<ul style="list-style-type: none"> • Identify Cultural Capital amongst the PP children and give them experiences linked directly to these areas to address the gaps • Enhance learning experiences for all children to improve engagement • Incorporate the Immersive Learning Curriculum and Interactive Classroom • Access to extra-curricular activities through our before and after-school provider (PPF Card) • Access to all school trips to enhance curriculum experience (PPF Card) • Access to Uniform (up to £100) to enhance sense of belonging (PPF Card)
D.	To Increase attendance figures to ensure they stay above school expectation of 96% (National target 95%)	<ul style="list-style-type: none"> • SENCo to monitor attendance of pupils termly • Family Liaison Worker to contact parents via letter system and support families to improve attendance through the use of Parent Contract Meetings (PCMs) • Breakfast club to be offered to all PP children as part of ‘Magic Breakfast’ initiative • Attendance policy to be followed to ensure parents are aware of consequences of poor attendance • Expand Pastoral support Team to support families with poor attendance

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5. Planned expenditure					
Academic year	2020/21				
i. Quality of teaching for all & 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?	Planned funding

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<p>A. Gaps in children's knowledge due to COVID-19</p>	<ul style="list-style-type: none"> • Baseline carried out to assess the impact of COVID-19 • Informed use of intervention – develop Provision map to identify and monitor the impact of interventions • Catch-Up Literacy/Numeracy programmes to support gaps in learning • 'Magic Breakfast' Club to be introduced to allow for healthy breakfast and educational intervention in the morning (2 x L2 TAs to deliver) • '20-Day Challenge' introduced for all PPF chn to improve basic Literacy skills • All PPF chn to be heard read weekly by an adult • PAT Dog to listen to PPF readers • L2 TAs deployed across the school to deliver bespoke interventions based on 'Lockdown Research' carried out • Deployment of Pastoral Team to support PPF chn during English and Maths sessions • Increased Pastoral Team capacity to support pupil/staff Mental Health and Wellbeing to improve outcomes • 2 x Pastoral Team attending counselling courses to offer counselling to PPF pupils • Full-time non-class based SENCo to strategically oversee Pastoral Team to improve outcomes for all • LTS to enhance physical activity experiences during lunchtimes (Develop Play Leaders) • Writing intervention to be delivered by member of Pastoral Team (Published Author) • Pastoral family Officer to support Vulnerable families through the EHA process • Family Link work to be carried out improve attendance – impact on outcomes 	<ul style="list-style-type: none"> • CPD for staff essentially in improving Quality First Teaching (QFT) • EEF Research shows small group interventions have biggest impact and are cost effective 	<ul style="list-style-type: none"> • To be a focus of SMT monitoring • Termly SMT moderation of books • T&L observations to be focused around the progress and differentiation and challenge to less able • Termly PPMs focus on lower-attaining pupils and next steps • NQT Mentors to produce written report termly – SLT to monitor • SENCo to monitor interventions and their effectiveness 	<p><i>SLT/SMT to monitor</i></p>	<p style="text-align: center;"><i>£1500 (Staff CPD)</i></p> <p style="text-align: center;"><i>£5000 (Additional resources to support learning opportunities e.g. SEN resources, Sensory room additions etc...)</i></p> <p style="text-align: center;"><i>£7000 (L2 TAs to deliver bespoke interventions to support outcomes – costs to be detailed on Provision Map)</i></p> <p style="text-align: center;"><i>£2,685 (LTS to support physical development at Lunchtimes)</i></p> <p style="text-align: center;"><i>£36624.41 (Contribution to Pastoral Team growth to include SENCo, Pastoral Officer, Family Link worker)</i></p>
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<p>B. Language acquisition to be addressed to support progress/attainment across all curriculum areas in all Key Stages</p>	<ul style="list-style-type: none"> • English and Immersive Learning: • Bespoke provision to improve access to writing and pupil progress in writing • Access to laptops to word process work • Utilising Nessy program to support groups (where appropriate) • Review of current intervention programmes to be conducted and research into newer, more up-to date ones to be conducted • Adaptive handwriting packages to support basic skills • CPD for new & returning staff • Quality support for NQTs/UQTs – through mentoring system • Catch-up Literacy programme to be used to support vulnerable children • Weekly Pre-Teach of vocabulary session to take place to improve children’s understanding of technical vocab • Introduction of high quality adult reader texts to enhance access to vocab • TA trained in EYFS – Talking success to support SALT programmes in EYFS • Reciprocal reading to take place daily to enhance access to texts • Daily phonics for EYFS/KS1 • Access to professional services where required (EP, SSS, SEMH Panel etc...) • School newspaper to be continued to give the children opportunities to write for purpose in a different context 	<ul style="list-style-type: none"> • Reading for pleasure enhances children’s experiences • Pre-teach vocab gives children confidence and opportunities to address cultural capital gaps • Early Language skills accelerates progress 	<ul style="list-style-type: none"> • English Lead to monitor and feedback to SLT Termly 	<p><i>English Leads/SLT then reported to Govs</i></p>	<p>Pastoral team</p> <p>TAs to deliver phonics sessions daily and extra (where appropriate)</p> <p>(Staff costs detailed in section A)</p> <p>£500</p> <p>Nessy subscription for PPF children</p> <p>Talking Success Training (Free)</p> <p>£6000</p> <p>(Access to professional services to support vulnerable children, including 2 x Counselling qualifications)</p>
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<p>C. Address Cultural Capital gaps amongst PP children – enhance the curriculum experience for the children</p> <p>(Emotional Literacy skills and Writing)</p>	<p>Enhance learning experience for the PPF pupils:</p> <p>Interactive immersive classroom to transport the children to various places, times to give them experiences to heighten the experiences through their senses</p> <p>Launch ‘Magic Breakfast’ club for all PPF children to ensure all are offered a healthy breakfast and basic literacy skills can be addressed via ‘20 Day Challenge’</p> <p>Provide a learning experience/curriculum enhancement through off-site trip/visitor to school</p> <p>Support families to access School uniform, school trips and extra-curricular activities to develop sense of belonging and social skills</p>	<p>Effect of COVID-19 on writing attainment across all PPF children are significantly reduced from Spring 2 Data (Pre-lockdown)</p> <p>National issues Re. FSM and ensuring children have a healthy breakfast to support engagement in learning</p> <p>Provide the children with an experience that they have missed out on (based on Cultural Capital pupil survey)</p> <p>Evidence from EEF relating to children feeling a sense of belonging improves wellbeing and therefore outcomes for the children – increased access to ALL trips in/out of school to enhance curriculum experience</p>	<p>SLT through Teaching and Learning monitoring and Data analysis of PPF attainment and progress measures 3 x a year</p> <p>SENCo/PPF Lead to track progress of all pupils in attendance</p> <p>Pastoral Team and PP Lead to use survey and wellbeing assessment tool to inform decision making</p> <p>PP Lead alongside finance office to monitor spend on PPF Card (Each child has £260 allocation to support these fundamental areas)</p>	<p><i>SLT monitor through T & L</i></p> <p><i>SENCo</i></p> <p><i>PP Lead to monitor Termly</i></p> <p><i>Monthly finance monitoring by PP Lead (finance office to monitor weekly and update spreadsheet accordingly)</i></p>	<p>£1800 (£26 per pupil x 69 pupils towards whole school cost of immersive classroom)</p> <p>£5,690 (2 x L2 TAs to deliver the Nurture and Literacy programmes for all children) (10 hours a week total)</p> <p>£3500 (To provide enhancing learning experience for all PPF pupils)</p> <p>£20,800 (Allocated 80 x £260 for PPF cards. Currently 69 chn, planned for growth due to COVID-19)</p>
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D. To Increase attendance figures to ensure they stay above school expectation of 96% (National target 95%)	<ul style="list-style-type: none"> Weekly year group attendance award introduced to increase profile 100% attendance stickers for all PP children each term Before school clubs offered as part of the PPF card (£100) Offer of free breakfast club to those children who are below Attendance lead to monitor PP attendance closely and follow recently updated attendance policy Develop resilience skills and wellbeing of PPF pupils through workshops 	<ul style="list-style-type: none"> Attendance figures for PP children were 1.42% lower than peers during academic year 2019/20 	<ul style="list-style-type: none"> Increased monitoring of attendance by Inclusion Manager (termly) and regular contact with children's families who drop below 94% Analysis of attendance data and comparison to non-PP children's attendance figures Termly monitoring and updated letters/procedure to increase parents accountability for children's attendance Introduction of targets setting and PCMs to monitor progress 	<i>Inclusion Manager – strategically. HLTA (SEN support) responsible for monitoring attendance and lateness on an operational level (daily)</i>	Termly monitoring Cost is detailed within staffing costs (Section A) as part of HLTA SEN support role £2000 (To subsidise the cost of wellbeing workshops to improve resilience)
Total budgeted cost					£93,099.41

6. Review of expenditure

Previous Academic Year 2019/20

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Money spent
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<p>A. Increase PP children's attainment in reading, writing and maths needs to increase so it is in line with peers</p>	<ul style="list-style-type: none"> • Inclusion Manager & team to support disadvantaged pupils • Additional L1 TA to support in Year R • LTS year R to support vulnerable child who needs 1:1 support throughout lunchtime • 2 x LTS to support vulnerable pupils by developing lunchtime nurture space to improve children's emotional literacy • 1:1 LTS to support highly vulnerable PP child • HLTA to support Inclusion Manager • L2 TA to support identified disadvantaged pupils 1:1 to increase attainment and support social/emotional needs (pastoral support) • L2 TAs to deliver interventions across the school • L2 TA to deliver Pastoral interventions for PP children where appropriate • Expand expertise of existing Inclusion Manager • Expand expertise of HLTA who support the inclusion manager • Expand skills of lunchtime staff through effective CPD opportunities to support with social skills and interaction • Increase expertise of Level 2 TA to support disadvantaged children through pastoral support programme • Expand skills of Level 2 TA to develop lunchtime nurture group • Level 2 TA trained in Catch up Numeracy and Literacy to support identified PP children to accelerate progress 	<ul style="list-style-type: none"> • Results from assessments/ profiles for disadvantaged pupils • Data headlines summer 2 identified focus groups of PP across the school requiring accelerated progress • Growing number of children requiring pastoral support, increased number of families with court orders • Possible CPD opportunities for DEP team • HLTA timetabled to support across the school with targeted interventions • TAs to deliver structured interventions – working records kept 	<ul style="list-style-type: none"> • Focus on wellbeing – development of the pastoral team to support higher levels of need. • Adaptation of interventions for writing to be implemented utilising TA expertise (Huge amount of CPD during lockdown developing the skills of the TAs to increase outcomes) • 20 day challenge to be implemented to accelerate progress of PP children as lockdown identified larger gaps • Whole school changes – Shirley Clarke project to increase children's understanding of metacognition 	<p>£25,200 Including: £18,200 PPF cards (for 70 children) and £7000 for additional support for families where requested and contribute towards cost of counselling for specific PP children</p> <p>£13688.65 (PPF cards + Counselling)</p> <p>£716.18 (Extra support given to vulnerable families – detailed in PPF spreadsheet)</p>
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ii. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
<p>B. Increase amount of PP children achieving National standard across reading, writing & maths (Combined)</p>	<ul style="list-style-type: none"> • Provide additional resources including wellbeing tracking system • Provide additional resources for emotional literacy interventions to support children’s wellbeing – This will ensure we are meeting children’s basic needs as highlighted in Maslow’s hierarchy of need – without this; children are not ready to learn. Staff made aware of this through INSET training from Inclusion Manager. • Counsellor purchased to support vulnerable pupils • Focussed in class support for PP children of all abilities to increase rates of progress, subsequently attainment. • Accommodate further PPF requests for support with funding – these are to be sent in writing to IM/HT to consider circumstances • L2 TAs to deliver interventions across the school • Increase expertise of staff through CPD to deliver interventions and support children effectively in class 	<ul style="list-style-type: none"> • Excel spreadsheet outlining spend by individual pupils and analysis of the impact on academic/wellbeing progress • Monitor spend and impact on PP children’s attainment/progress 	<ul style="list-style-type: none"> • More support needed for the emotional aspect of schooling – develop pastoral team to support greater need • Original desired outcome was very broad – pinpoint specific areas/year groups for next strategy • Weekly TA training/CPD needs to be implemented to ensure children get access to high quality support 	<p>£17,500 (£17,500) (Staffing costs including Inclusion Manager salary contribution and HLTA/SEN support salary contribution)</p> <p>£17,400 (£17,400) (TAs)</p> <p>£6500 (£6500) (LTS)</p> <p>£1000 (£95.50) (Staff CPD)</p> <p>£5000 (£560.26) (Educational Materials/resources)</p>

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<p>C. Continue to raise attendance figures for PP children to in line with non – PPF children</p>	<ul style="list-style-type: none"> • Weekly year group attendance award introduced to increase profile • 100% attendance stickers for all PP children each term • Before school clubs offered as part of the PPF card (£100) • Offer of free breakfast club to those children who are below 94% • Attendance lead to monitor PP attendance closely and follow recently updated attendance policy 	<ul style="list-style-type: none"> • Attendance figures for PP children were 1.42% lower than peers during academic year 2018/19 	<ul style="list-style-type: none"> • There is a need to develop parental liaison to support attendance figures • Need to develop Pastoral team to support attendance 	
<p>Total cost</p>				<p style="text-align: right;">£56,460.59</p>

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