

Pupil Premium Report 2017-2018 - Redwell Primary School



Academic Year: 2017/2018	Total fund allocated: £61,305	Total fund spent:
	Inc. £4363 carry forward	

Pupil Premium Focus	Actions to Achieve	Planned Funding	Evidence	Actual Impact (following Review) on pupils	Sustainability/ Next Steps
<p style="text-align: center; color: red; font-weight: bold;">1</p> <p>Additional support for disadvantaged learners</p> <p>Increasing expertise of school staff to support disadvantaged pupils</p>	<ul style="list-style-type: none"> • Inclusion Manager & team to support disadvantaged pupils • 3 x Additional L2 TA support in Year 1, 3 & 4 to support vulnerable learners • HLTA to lead EHA's in school to support Inclusion Manager • HLTA to support identified disadvantaged pupils 1:1 to increase attainment and support social/emotional needs • Expand expertise of existing Inclusion Manager • Expand expertise of HLTA's who support the inclusion manager • Expand skills of lunchtime staff to support vulnerable learners • 2 x LTS to support vulnerable pupils including lunchtime nurture space 	<p>£17,205 (Staff)</p> <p>£18,980 (TAs)</p> <p>£6700 (LTS)</p> <p>£1500 (staff CPD)</p>	<ul style="list-style-type: none"> • Results from assessments/ profiles for disadvantaged pupils • Case Studies/Staff feedback • Data headlines to be completed 3 x a year of PP progress/attainment • EHA's open • PP provision map stating support provided • Possible CPD opportunities for DEP team • HLTA's timetabled to support across the school with targeted interventions • TAs to deliver structured interventions – working records kept 		<ul style="list-style-type: none"> • Continue with this model of support • Improve use of PPF further to support children • Increase contact with parents Re. PP funding • Targets set for closing the gap for LAC/PP/SEND children • Continue to expand expertise of Inclusion team to support vulnerable learners
<p style="text-align: center; color: red; font-weight: bold;">2</p> <p>Additional unknown support that</p>	<ul style="list-style-type: none"> • Provide additional resources to make the curriculum & teaching & learning more accessible • Further PPF requests to be sent in writing to IM/HT to consider 	<p>£6000</p>	<ul style="list-style-type: none"> • Records of attendance at clubs / music tuition • Pupils wearing correct school uniform • Rich learning environment 		<ul style="list-style-type: none"> • Consider how to engage more parents into accessing the funding support available

may be required for vulnerable learners & their families	circumstances <ul style="list-style-type: none"> • Petrol claims for staff transporting children to specialist settings • Therapy/counselling or any other services required to support vulnerable learners 		for all children to learn <ul style="list-style-type: none"> • Impact of counselling on behaviours/social & emotional development 		
3 Additional resources for supporting disadvantaged pupils	<ul style="list-style-type: none"> • Identify families / pupils that would benefit from accessing the Pupil Premium funding stream • Provide the RPS PPF Card with £260 virtual pounds • Increase access to PPF from 79% of families to 90% • Promote the process for application for PP • Support extra curriculum activities including school clubs, external clubs & music lessons • Support with costs towards uniform & school trips • Website/Twitter/Newsletter 	£10,920	<ul style="list-style-type: none"> • Cards provided to those eligible – total spend to be monitored by IM/HT and calculated by Bursar • PPF divided into sections for use to encourage use for clubs/extra-curricular activities as it is proven to impact on attainment/progress (HMI Project results 2017/18) • LA report 		<ul style="list-style-type: none"> • Monitor the use of the PPF card and the correlation between its use and academic progress • We have divided the £260 fund into 3 sections Uniform, Trips and Extra-Curricular activity as these were the areas where there was a direct link to improved academic/social progress during 2016/17
TOTAL		£61,305			

Completed by: Anne Ansell & Simon Anderson

Date: 19/09/2017

Review Date: 01/09/2018