



Redesdale Primary School Pupil Premium Strategy Statement



1. Summary information					
School	Redesdale Primary School				
Academic Year	2016-17	Total PP budget	£49,140	Date of most recent PP Review	N/A
Total number of pupils	238	Number of pupils eligible for PP	38	Date for next internal review of this strategy	10/17

2. Current attainment		
	<i>Pupils eligible for PP (national average)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard in reading, writing & maths - KS1	25% (46%)	75% (64%)
% making at least expected progress in reading – KS1	50% (62%)	75% (77%)
% making at least expected progress in writing - KS1	50% (52%)	75% (69%)
% making at least expected progress in maths – KS1	25% (59%)	79% (76%)
% achieving the expected standard in reading, writing & maths – KS2	43% (39%)	63% (60%)
% making at least expected progress in reading – KS2	71% (53%)	73% (72%)
% making at least expected progress in writing – KS2	43% (64%)	73% (79%)
% making at least expected progress in maths – KS2	57% (57%)	83% (75%)
Average Scaled Score:Reading	99.6 (99.8)	104 (103.8)
Average Scaled Score:Mathematics	100.6 (100.6)	103.6 (104)



Redesdale Primary School Pupil Premium Strategy Statement



3. Barriers to Future Attainment (for pupils eligible for PP including high ability)	
In-School Barriers <i>(issues to be addressed in school)</i>	
A.	Poor Literacy skills – particular focus on Reading & Writing.
B.	Social and communication barriers.
C.	Low levels of resilience, independence and critical thinking.
D.	Limited vocabulary and life experiences/opportunities.
External Barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance and punctuality of specific groups of children – FSM & SEN: Overall attendance half terms 1-4 in 2015-16 for all children was 96.2%. FSM attendance for the same period was 95.3%, SEN (Support) was 94.7%. National attendance was 96.1%. 5.7% of FSM6 pupil were Persistent Absence (PA) across half terms 1-4 in 2015-2016 compared to 8.2% of all children and 18% of FSM6 children nationally and 9.2% of other children nationally.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve percentage of disadvantaged children achieving expected standard in R,W & M at the end of KS2.	To be at least in line with National non-disadvantaged children in R,W & M.
B.	Improve disadvantaged children’s progress rates in KS2 with targeted interventions and quality first teaching.	Range of interventions and focused teaching are in place with monitored and measured impact.
C.	Reduce the gap between disadvantaged children and non-disadvantaged children in KS1.	Target percent of disadvantaged children who reach expected standard or above to exceed non-disadvantaged children nationally in KS1.
D.	Provide opportunities for children to experience life skills and promote a culture of aspirations, self-confidence and high expectations for themselves.	Educational visits and welcoming more visitors in to school for children to increase their awareness of future aspirations. Children fully engage in their learning.
E.	Improve attendance and punctuality rates for children eligible for pupil premium across the school. Further improve overall attendance rates of disadvantaged children compared to non-disadvantaged children.	Reduce the number of persistent absentees among children eligible for pupil premium. Further reduce the gap between disadvantaged children’s attendance and other groups.

Redesdale Primary School Pupil Premium Strategy Statement

5. Planned expenditure					
Academic year		2016-17			
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?
To improve the percentage of disadvantaged children achieving expected standard in RWM at the end of KS2.	Releasing key members of staff to provide targeted support. Providing additional teaching assistant support.	Smaller teaching group allows children of similar abilities to be targeted appropriately – enabling teachers to target children at expected level and greater depth. TA's to support with interventions in specific areas	Monitoring of teaching & interventions – HT/DHT Inclusion Leader monitors effectiveness & impact of interventions. Regular review of data and pupil progress meetings. Staff Appraisal meetings.	TF, MS & DY KS2 Staff	Ongoing monitoring, evaluation, pupil progress meetings & professional dialogue – Final review Summer 2017
To improve disadvantaged pupil progress rates in RWM in KS2.	Provision of key members of staff to work with children not making progress.	Smaller teaching group allows children of similar abilities to be targeted appropriately.	Monitoring of teaching and interventions – HT, DHT & Inclusion Leader. Regular reviews of pupil progress data.	TF, MS & DY KS2 Staff	Ongoing monitoring, evaluation, pupil progress meetings & professional dialogue Final review Summer 2017.
To reduce the gap between disadvantaged and non-disadvantaged children in KS1.	Provision of appropriate in class support and interventions for children's needs.	Knowledge of class teacher, SENDCO and evaluation of data gives evidence for the most suitable next steps for this group of children.	Monitored regularly by HT, AHT & Inclusion Leader. Assessment File Reviews. Pupil Progress Meetings. Data Tracking.	TF, MS & DY KS1 Staff	Ongoing monitoring and evaluation, pupil progress meetings & professional dialogue – Final review Summer 2017
Total budgeted cost					£36,000



Redesdale Primary School Pupil Premium Strategy Statement



ii. 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?
To improve the children's oral literacy skills.	Staff training – Inference Training, Talk 4 Writing, Singapore Bar Model. Increased focus on vocab, grammar and oral skills.	Talk 4 Writing fully embedded across school. Improved oral literacy supports children's enquiry, reasoning and social communication – key factors for children to express their thought processes.	Staff training to be attended by all and reviewed in staff meetings.	TF, MS & DY	Ongoing monitoring and evaluation – final review Summer 2017
To reduce the social and communication barriers faced by children.	Different groups and support interventions such as: Lego Therapy Friendship Group	Children benefit from, and value, the opportunities to be listened to. Gives children an opportunity to build friendships and share worries enabling them to focus on their learning.	Monitoring of teaching & interventions – TF & DY, Inclusion Leader, monitor effectiveness & impact of interventions.	TF & DY	Ongoing monitoring and evaluation – final review Summer 2017
To further develop children's approaches and attitudes to learning, resilience, stamina, challenge, risk taking.	Staff Training – mental health & learning approaches. Targeted intervention: behaviour, friendship and emotional support. Counselling and 1:1 support.	Increased engagement and independent access to the curriculum. Improved self-esteem, attitude and engagement will increase the children's self-confidence.	Senior Leaders and Class Teachers regularly monitor and track progress of children to ensure support is having an impact leading to improved pupil outcomes.	TF, MS, DY & Staff	Ongoing monitoring and evaluation – final review Summer 2017
Total budgeted cost					£12,000



Redesdale Primary School Pupil Premium Strategy Statement



iii. 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?
To improve attendance and punctuality rates for children eligible for pupil premium across the school.	Leadership & management time to improve attendance & raise standards across school. HT & Admin Officer tracking groups of children's attendance monthly. Regular attendance awards – individual and class.	High levels of engagement, high standards and tracking/targeting pupil groups leads to increased attendance. HT & SENCO working closely with families to support their needs. By supporting children to have confidence in their abilities, enjoy the curriculum and feel well supported, this makes children want to come to school.	Monitoring of standards of learning, behaviour and attendance. Regular review of attendance and SLT meetings about vulnerable children, behaviour, attendance and well-being. Support we can offer families – whole school awareness of vulnerable children and families.	TF, MS, DY & Admin Officer	Ongoing monitoring and evaluation – final review Summer 2017
To provide opportunities for children to experience life skills.	Support enrichment activities, wider opportunities and experiences across school.	Wider life experiences not only support the development of children but are vital for their social and emotional well being.	Ensure disadvantaged pupils are not missing out on opportunities for trips, clubs or residential visits because of financial reasons. Range of free extra-curricular clubs provided.	SLT All Staff	Ongoing monitoring and evaluation – final review Summer 2017
Total budgeted cost					£1,140



Redesdale Primary School Pupil Premium Strategy Statement



6. Review of expenditure				
Previous Academic Year		Please refer to 2015-2016 Pupil Premium Impact Document on our website.		
i. 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
ii. 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
iii. 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

7. Additional detail
In this section you can annex or refer to additional information which you have used to support the sections above.