



# Redesdale Primary School Pupil Premium Strategy Statement



1. Summary information					
School	Redesdale Primary School				
Academic Year	2017-18	Total PP budget	£31,940	Date of most recent PP Review	N/A
Total number of pupils	249	Number of pupils eligible for PP	24	Date for next internal review of this strategy	10/18

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	67% (49%)	88% (67%)
% making at least expected progress in reading – KS1	67% (63%)	92% (79%)
% making at least expected progress in writing - KS1	67% (54%)	88% (72%)
% making at least expected progress in maths – KS1	67% (62%)	88% (78%)
% achieving the expected standard in reading, writing & maths – KS2	67% (47%)	86% (60%)
% making at least expected progress in reading – KS2	67% (59%)	95% (77%)
% making at least expected progress in writing – KS2	67% (65%)	91% (81%)
% making at least expected progress in maths – KS2	67% (63%)	91% (80%)
Average Scaled Score:Reading	105.2 (101.3)	106.1 (105.3)
Average Scaled Score:Mathematics	106.2 (101.6)	104.9 (105.2)



# Redesdale Primary School Pupil Premium Strategy Statement



<b>3. Barriers to Future Attainment (for pupils eligible for PP including high ability)</b>	
<b>In-School Barriers</b> <i>(issues to be addressed in school)</i>	
<b>A.</b>	Poor Literacy skills – particular focus on Reading & Writing.
<b>B.</b>	Social and communication barriers.
<b>C.</b>	Mental health issues including low levels of self-confidence and self-esteem.
<b>D.</b>	Limited life experiences and opportunities.
<b>External Barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>E.</b>	A lack of enrichment opportunities and life experiences which support curriculum areas leading to impact on attainment.

<b>4. Outcomes</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	Improve proportion 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>B.</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.
<b>C.</b>	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.
<b>D.</b>	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.
<b>External Barriers</b>		
<b>E.</b>	Support children and families to access out of school clubs and ensure pupil premium children are not at a disadvantage, ensuring access to all opportunities.	A variety of clubs and opportunities are offered throughout the year to a range of year groups. Pupil premium children are not excluded from opportunities/clubs due to financial reasons.

# Redesdale Primary School Pupil Premium Strategy Statement

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					
<b>i. Quality of teaching for all</b>					
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 proportion 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.	Headteacher, Deputy Head & Inclusion Leader.  KS2 Staff	Ongoing monitoring, evaluation, pupil progress meetings & professional dialogue – Final review Summer 2018
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.	Headteacher, Deputy Head & Inclusion Leader. KS2 Staff	Ongoing monitoring, evaluation, pupil progress meetings & professional dialogue Final review Summer
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, Inclusion Leader 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.	Headteacher & SLT.  KS1 Staff	Ongoing monitoring and evaluation, pupil progress meetings & professional dialogue – Final review Summer 2018
<b>Total budgeted cost</b>					<b>£18,000</b>



# Redesdale Primary School Pupil Premium Strategy Statement



<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To further improve the children's oral literacy skills.	Staff training – Inference Training, Talk 4 Writing & Read Write, Inc. Increased focus on vocab, grammar and oral skills.	Talk 4 Writing & Inference fully embedded across school. RWInc implemented Autumn 2017. 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.	Headteacher & SLT  All Staff	Ongoing monitoring and evaluation – final review Summer 2018
To further develop and support children's social & emotional development and attitudes to learning.	Staff Training–Thrive: 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 Thrive and support is having an impact leading to improved pupil outcomes.	Headteacher, Deputy Head & Inclusion Leader.  All Staff	Ongoing monitoring and evaluation – final review Summer 2018
<b>Total budgeted cost</b>					£12,000



# Redesdale Primary School Pupil Premium Strategy Statement



<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To ensure children can access opportunities and experiences.	Disadvantaged families are offered financial support to enable children to access enrichment activities.	Families often struggle to ensure their child(ren) can access all opportunities. Children do not attend clubs or events due to financial constraints.	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.	Headteacher & SLT  All Staff	Ongoing monitoring and evaluation – final review Summer 2018
To provide opportunities and activities to enhance life experiences.	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 a wide variety of opportunities are offered across the age ranges throughout the year. Attendance and engagement are monitored	Headteacher & SLT  All Staff	Ongoing monitoring and evaluation – final review Summer 2018
<b>Total budgeted cost</b>					<b>£1,940</b>

# Redesdale Primary School Pupil Premium Strategy Statement

6. Review of expenditure				
Previous Academic Year: 2016-2017 (Pupil Premium Report 2016-17 – see below for further information)			<b>TOTAL PUPIL PREMIUM £49,140</b>	
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned: we will continue with these approaches.	Cost
Improve percentage of disadvantaged children achieving expected standard, progress rates in R, W & M at the end of KS2 and reduce the gap between disadvantaged non-disadvantaged at KS1.	Key staff providing targeted support and booster sessions/additional interventions.	See Data at the beginning of 2017-18 Pupil Premium Strategy Statement for expected standards and progress rates in Reading, Writing & Maths. The gap has been reduced from 50% in 2016 to 21% in 2017 at KS1.	High expectations and aspirations for all our children has ensured results just above national averages. It has been important to provide our children with the best possible chances whilst still providing a broad and balanced curriculum. Targeted support from key staff has enabled us to do this effectively across the school.	<b>£36,000</b>
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned: we will continue with these approaches.	Cost
Promote a culture of aspirations, self-confidence and high expectations for themselves. Further develop children's attitudes to learning, oral skills, social & communication barriers.	Staff training and then implementation of Talk 4 Writing, Inference, increased vocab. Grammar and oral skills. Counselling 1:1.	We provide an engaging curriculum where we encourage children to participate collaboratively, as a team and to have confidence in their decisions. Children are gaining in self-esteem and are developing good attitudes to learning. (Pupil voice)	As an SLT we closely monitor the needs of our children/families and what approaches work for our school. Our children have responded well to new initiatives that were carefully thought through and planned.	<b>£12,000</b>
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned: we will continue with these approaches.	Cost
Improve attendance and punctuality rates for children eligible for pupil premium across the school. Provide opportunities for children to experience life skills	HT & Admin Officer tracking and challenging attendance. Provide and support enrichment activities, wider opportunities and experiences across school.	See further information below – Pupil Premium Report 2016-17	By continuing to keep a sharp focus on attendance and particular groups, action took place promptly. Earlier contact was made with parents/ carers. Already provided a wide range of clubs, opportunities and experiences but looked closely at missed opportunities.	<b>£1,140</b>



# Redesdale Primary School Pupil Premium Strategy Statement



## Pupil Premium Report 2016 - 2017

At Redesdale Primary School Pupil Premium is used to provide appropriate intervention for specific children to ensure they are making expected progress in their learning, improve attendance and punctuality for pupil premium children, provide opportunities for children to experience life skills and promote a culture of aspirations, self-confidence and high expectations for themselves.

We have looked very closely at the groups within the Pupil Premium.

- 10% of the whole school population are eligible for the pupil premium.
- 40% of the pupils eligible for the pupil premium have SEN.
- 15% of the pupils eligible for the pupil premium are More Able.
- 0% of the pupils eligible for the pupil premium have English as an Additional Language.

Support has been given through:

- One-to-one work with teachers and teaching assistants
- Small group work with teachers and teaching assistants.
- Staff training.
- Transition mentors.
- Small group interventions to further develop children's social development as well as children's approaches and attitudes to learning.
- Provision of enrichment activities which enhance children's life experiences.

### Interventions

Senior Leaders have supported booster groups in Year 2/6 to ensure children reached the expected standard or above.

Timetables are monitored closely to ensure staff are working with pupils at the appropriate times and that they are not regularly missing key lessons.

Pupil Premium children were identified as to who needed targeted intervention in the summer term and ensured the most appropriate support was in place.

When student teachers were teaching on final placements staff were able to utilise their time to target specific children in their own class and in other classes to support pupil progress.

Transition Mentor – Burnside Business & Enterprise College provides transitional support for vulnerable children in Year 5 & 6. This ensures smooth transition to secondary school with early intervention and support where needed.

# Redesdale Primary School Pupil Premium Strategy Statement

## Pupil Premium Report 2016 - 2017

### Attendance & Punctuality

Monthly reviews of attendance with a particular focus on Pupil Premium and SEN children. Tracking children and working with parents and carers to support where possible. Providing an engaging curriculum, enrichment activities and supporting children to have confidence in their own abilities. Overall absence data has improved over the last year especially in the key areas of focus (FSM & SEN).

OVERALL ABSENCE TREND (ALL)		
2016/17	2015/16	2014/15
3.1%	3.8%	4.1%

### Opportunities

A range of enrichment activities have been provided over the year to enhance the curriculum and opportunities and experiences for the children. Evidence of events, clubs and activities are available on the website, twitter, Headteacher Reports and the Redesdale News.

### Impact

- Clear evidence of the impact of intervention is presented through whole school data (see Pupil Premium Data attached). Data is assessed through the use of Steps progress – beginning, working within and secure where children make a specific number of steps to make expected progress.
- End of Key Stage 1 and 2 data (Year 2 and Year 6) is extremely positive and shows at least expected progress for the majority of children who are eligible for Pupil Premium (see attached).
- Year 6 Class Teacher Intervention and Booster sessions has made an impact on our Key Stage 2 results with 4 out of the 5 pupil premium children making expected or more than expected progress in Reading, Writing and Mathematics. Targeted interventions are already showing an impact. Close monitoring of interventions, pupil progress and the Intervention Tracker give a clear view of impact. Teachers are challenged to narrow the gap of children who are in a range of vulnerable groups and to ensure they meet expected progress. Progress reviews are held every half term and staff must report on progress, attainment, key factors that have impacted on specific target groups and next steps. Data is then reviewed by the Senior Leadership Team and progress and attainment is monitored for improvements. The data already shows a higher number of children are making at least expected progress.

**COST £36,000 Quality of Teaching for all + £12,000 Targeted Support**



# Redesdale Primary School Pupil Premium Strategy Statement

## Pupil Premium Report 2016 - 2017

### Impact

- Reduced number of overall and persistent absentees among children eligible for Pupil Premium. Reduced the gap between disadvantaged children's attendance and other groups.

OVERALL ABSENCE GROUPS				
ALL	DISADVANTAGED	EAL	SEN (E&S)	SEN (K)
3.1%	4.5%	1.2%	2.3%	3.6%

PERSISTENT ABSENCE GROUPS				
ALL	DISADVANTAGED	EAL	SEN (E&S)	SEN (K)
4.1%	3.8%	0%	0%	7.7%

PERSISTANT ABSENCE TREND (ALL)		
2016/17	2015/16	2014/15
8.2%	7.2%	4.1%

- The Senior Leadership Team and PE Co-ordinator looked closely at the opportunities provided in school and made sure there was a range of free and subsidised events, trips and clubs that the children could access. We ensured that children were not missing out due to financial constraints thus improving their experiences and opportunities to take part in further developing their life skills.

**COST £1,140 Attendance & Life Experiences**