

Redesdale Primary School Pupil Premium Impact Report

| 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 (3) | 33% (50%) | 67% (69%) |
| % making at least expected progress in reading – KS1 (3) | 33% (63%) | 81% (79%) |
| % making at least expected progress in writing - KS1 (3) | 33% (56%) | 74% (74%) |
| % making at least expected progress in maths – KS1 (3) | 33% (63%) | 85% (79%) |
| % achieving the expected standard in reading, writing & maths – KS2 (7) | 29% (51%) | 50% (70%) |
| % making at least expected progress in reading – KS2 (7) | 43% (64%) | 64% (80%) |
| % making at least expected progress in writing – KS2 (7) | 71% (68%) | 73% (83%) |
| % making at least expected progress in maths – KS2 (7) | 43% (64%) | 68% (81%) |
| Average Scaled Score:Reading (7) | 98.3 (102.6) | 102.2 (106.1) |
| Average Scaled Score:Mathematics (7) | 100.9 (101.9) | 103.0 (105.4) |

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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. | Mental health issues including low levels of self-confidence and self-esteem. |
| D. | Limited life experiences and opportunities. |
| External Barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| E. | A lack of enrichment opportunities and life experiences which support curriculum areas leading to impact on attainment. |

4. Outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
|--------------------------|--|--|
| A. | 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. | 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. |
| External Barriers | | |
| E. | 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. |

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| 5. Planned expenditure | | | | | |
|---|--|---|--|---|---|
| Academic year | | 2017-18 | | | |
| 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 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 |
| Total budgeted cost | | | | | £18,000 |

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| 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 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 |
| Total budgeted cost | | | | | £12,000 |

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| 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 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 |
| Total budgeted cost | | | | | £1,940 |

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| 6. Review of expenditure | | | | |
|---|--|---|---|----------------|
| Previous Academic Year: 2017-2018 (Pupil Premium Report 2017-18 – see below for further information) | | | TOTAL PUPIL PREMIUM £31,940 | |
| 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. | Releasing key members of staff to provide targeted support. Providing additional teaching assistant support. Provision of key members of staff to work with children not making progress. Provision of appropriate in class support and interventions for children's needs. | (See Data for 2017-18 Pupil Premium Impact Report.) The expected standard and progress rates of disadvantaged children in RWM has declined from 67% in 2017 to 29% in 2018 and is lower than national. The gap was reduced from 50% in 2016 to 21% in 2017 at KS1 however the gap between disadvantaged and non-disadvantaged was 34% in 2018. | Disadvantaged children were identified across the school with the most appropriate support put in place and progress tracked by the SLT. Regular reviews of the support and types of interventions are completed by the Inclusion Leader & HT/DHT. Teachers are also able to utilise their time to target specific children in their own class and in other classes to support pupil progress when students are on placements. Staff focus on those children who are not on track to meet the expected standard by the end of KS2. SLT will continue to look closely at the support provided across each key stage to ensure children make at least expected progress year on year. | £18,000 |

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| ii. Targeted support | | | | |
|---|--|--|--|-----------------------|
| Desired outcome | Chosen action / approach | Estimated impact: | Lessons learned: we will continue with these approaches. | Cost |
| <p>To further develop and support children’s social & emotional development and attitudes to learning.</p> <p>To further improve the children’s oral literacy skills.</p> | <p>Staff Training–Thrive: mental health & learning approaches. Targeted intervention: behaviour, friendship and emotional support. Staff training – Inference Training, Talk 4 Writing & Read Write, Inc. Increased focus on vocab, grammar and oral skills.</p> | <p>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)</p> <p><u>Ofsted January 2018</u> ‘This contributes to a strong enrichment curriculum that enables pupils to develop broader insights into subjects and develop links with wider practitioners, such as writers, historians and environmentalists. Pupils value these opportunities to widen their experience and develop their self-confidence.’</p> | <p>As an SLT we closely monitor the needs of our children and families and what approaches work for our school. Our children have responded well to new initiatives that were carefully thought through and planned.</p> <p><u>Ofsted January 2018</u> <i>...have developed a positive ethos where staff demonstrate a strong understanding of pupils’ needs. Staff have developed specific expertise to support pupils’ social and emotional welfare. Pupils demonstrate positive attitudes to learning and show respectful attitudes towards one another and adults. ‘You and your team pay considerable attention to the emotional needs and the wider personal development of pupils. You have trained staff on accredited programmes to provide social and emotional support for pupils. Pupils recognise and value the actions taken by teachers and teaching assistants to support their emotional and physical well-being.</i></p> | <p>£12,000</p> |

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| iii. Other approaches | | | | |
|---|--|---|--|----------------------|
| Desired outcome | Chosen action / approach | Estimated impact: | Lessons learned: we will continue with these approaches. | Cost |
| <p>To ensure children can access opportunities and experiences.</p> <p>To provide opportunities and activities to enhance life experiences.</p> | <p>Disadvantaged families are offered financial support to enable children to access enrichment activities.</p> <p>Support enrichment activities, wider opportunities and experiences across school.</p> | <p>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.</p> <p><i><u>Ofsted January 2018 -</u></i> <i>'This contributes to a strong enrichment curriculum that enables pupils to develop broader insights into subjects and develop links with wider practitioners, such as writers, historians and environmentalists. Pupils value these opportunities to widen their experience and develop their self-confidence.'</i></p> | <p>School already provided a wide range of clubs, opportunities and experiences but looked closely at missed opportunities.</p> <p>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.</p> <p>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.</p> <p><i><u>Ofsted January 2018</u></i> <i>'Your teaching team provide pupils with an extensive range of extra-curricular clubs, trips and activities that widen their experience and develop their selfconfidence. A high proportion of pupils, including disadvantaged pupils, take part in these activities. Trips to art galleries, museums, universities and places of worship have deepened children's cultural knowledge and their understanding.'</i></p> | <p>£1,940</p> |

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PUPIL PREMIUM IMPACT REPORT 2017 -2018 (Data)

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, develop children's social development as well as children's approaches and attitudes to learning, 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.

- 12% of the whole school population are eligible for the pupil premium.
- 50% of the pupils eligible for the pupil premium have SEN.
- 15% of the pupils eligible for the pupil premium are More Able.
- 3% 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.
- Thrive Practitioner and Thrive programme.
- Staff training.
- Provision of enrichment activities which enhance children's life experiences.

Percentage of Disadvantaged children achieving the expected standard in RWM at the end of KS2 (7 PUPILS IN TOTAL)

| SUBJECT | TOWARDS | EXPECTED STANDARD | GREATER DEPTH |
|-------------|----------------|-------------------|-------------------------|
| READING | 71% (5 PUPILS) | 28% (2 PUPILS) | 14% (1 OUT OF 2 PUPILS) |
| WRITING | 43% (3 PUPILS) | 57% (4 PUPILS) | 14% (1 OUT OF 4 PUPILS) |
| MATHEMATICS | 43% (3 PUPILS) | 57% (4 PUPILS) | 14% (1 OUT OF 3 PUPILS) |
| RWM | | 28% (2 PUPILS) | |

The percentage of children who achieved the expected standard and above at the end of Key Stage 2 in Reading - 28%

The percentage of children who achieved the expected standard and above at the end of Key Stage 2 in Writing - 57%

The percentage of children who achieved the expected standard and above at the end of Key Stage 2 in Mathematics - 28%

The percentage of disadvantaged children achieving the expected standard in all three areas of Reading, Writing and Mathematics was lower than the percentage of disadvantage children nationally (51%)

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To improve disadvantaged pupil progress rates in RWM in KS2 (including steps progress across school).

| | READING | | | | | WRITING | | | | | MATHEMATICS | | | | |
|----------------------|-----------------|------------------|------------------|------------------|-------------------|-----------------|------------------|------------------|------------------|-------------------|-----------------|------------------|------------------|------------------|-------------------|
| | 1 Step progress | 2 Steps progress | 3 Steps progress | 4 Steps progress | 5+ Steps progress | 1 Step progress | 2 Steps progress | 3 Steps progress | 4 Steps progress | 5+ Steps progress | 1 Step progress | 2 Steps progress | 3 Steps progress | 4 Steps progress | 5+ Steps progress |
| YEAR 1 (0 pupils) | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| YEAR 2 (3 pupils) | 0 | 0 | 0 | 2 (67%) | 1 (33%) | 0 | 0 | 0 | 1 (33%) | 2 (67%) | 0 | 0 | 1 (33%) | 0 | 2 (67%) |
| YEAR 3 (4 pupils) | 0 | 0 | 0 | 0 | 4 (100%) | 0 | 0 | 1 (25%) | 2 (50%) | 1 (25%) | 1 (25%) | 0 | 1 (25%) | 1 (25%) | 1 (25%) |
| YEAR 4 (6 pupils) | 0 | 0 | 1 (17%) | 1 (17%) | 4 (66%) | 1 (17%) | 0 | 0 | 3 (50%) | 2 (33%) | 0 | 0 | 1 (17%) | 1 (17%) | 4 (66%) |
| YEAR 5 (3 pupils) | 0 | 0 | 1 (33.3%) | 1 (33.3%) | 1 (33.3%) | 0 | 1 (33.3%) | 0 | 1 (33.3%) | 1 (33.3%) | 0 | 1 (33.3%) | 1 (33.3%) | 0 | 1 (33.3%) |
| YEAR 6 (7 pupils) | 3 (43%) | 1 (14%) | 3 (43%) | 0 | 0 | 1 (14%) | 1 (14%) | 3 (43%) | 1 (14%) | 1 (14%) | 0 | 1 (14%) | 3 (43%) | 1 (14%) | 2 (28%) |

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To reduce the gap between disadvantaged and non-disadvantaged children in KS1.

| | 2018 |
|---|------------|
| Disadvantaged Pupils (School) | 33% |
| Non-Disadvantaged Pupils(School) | 67% |
| Disadvantaged Pupils (National) | 50% |
| Non-Disadvantaged Pupils(National) | 69% |

The performance of disadvantaged pupils in Key Stage 1 in school is in line with the performance of disadvantaged pupils nationally.

However, the gap between disadvantaged and non-disadvantaged is 34% compared to 19% nationally which is a difference of 15%.

As a school we support all the children through quality first teaching, interventions and closely monitoring those children who are not on track to meet the expected standard. We will continue to look closely at the support provided and ensure interventions meet the needs of our disadvantaged children to improve their pupil outcomes.