

# Redesdale Primary School Pupil Premium Impact Report

1. Summary information					
School	Redesdale Primary School				
Academic Year	2018-19	Total PP & PP+ budget	£34,280	Date of most recent PP Review	N/A
Total number of pupils	255	Number of pupils eligible for PP & PP+	25	Date for next internal review of this strategy	9/19

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 *(issues to be addressed in school)*

- |    |   |
|----|---|
| A. | Poor Literacy skills – particular focus on Reading & Writing.                 |
| B. | Mental health issues including low levels of self-confidence and self-esteem. |
| C. | Limited life experiences and opportunities.                                   |

#### External Barriers *(issues which also require action outside school, such as low attendance rates)*

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|----|--|
| D. | A lack of enrichment opportunities, life experiences and resources outside school 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. Improve disadvantaged children's progress rates in KS2 with quality first teaching and targeted interventions. Reduce the gap between disadvantaged children and non-disadvantaged children in KS1.	To be at least in line with National non-disadvantaged children in RWM. Focused teaching and targeted interventions are in place with monitored and measured impact. Target proportion of disadvantaged children who reach expected standard or above to exceed non-disadvantaged children nationally in KS1.
B.	Thrive programme embedded to support children who have mental health/behavioural/SEMH difficulties. Thrive Practitioner prioritising PP/PP+ children and families. Initial assessments will demonstrate a baseline for children and progress will be measured through the Thrive programme and stages. Improved focus and concentration with children's learning which results in improved disadvantaged progress rates.	Pupils know and trust the Thrive Practitioner who supports their social and emotional needs. Thrive assessments show children have made progress from their starting points and has an additional impact on their learning. Children demonstrate increased self-esteem and self-confidence supporting their ability and resilience to learn. Improved proportion of disadvantaged children who reach the expected standard or above national.
C.	Provide opportunities for children to experience life skills and promote a culture of aspirations, resilience, 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>		
D.	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		2018-19			
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 2019
To improve disadvantaged pupil progress rates in RWM in KS2.	Provision of key members of staff to work with children not making expected 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 2019.
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 2019
Total budgeted cost					£18,000

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<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>
Thrive programme embedded to support children who have mental health/behavioural/ SEMH difficulties.	Thrive Practitioner timetabled for full support for children and families 4 days per week. Disadvantaged children prioritised for Thrive where needed. Staff to complete a referral form and initial assessment to Thrive team.	Thrive programme initiated but need to allocate more time to support children. Increased number of children being referred for SEMH but need internal process and early intervention. By implementing more sessions with Thrive Practitioner and prioritising need, school is able to meet children's needs sooner, thus improving children's learning strategies.	Staff training to be attended by all and reviewed in staff meetings. 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. i.e GLD, KS1 & KS2 expected standard.	Headteacher & SLT Inclusion Leader  All Staff	Ongoing monitoring and evaluation – final review Summer 2019
To further develop and support children's social & emotional development and attitudes to learning.	Revisit & update Staff Training–Thrive: mental health & learning approaches. PSHE curriculum focus on mental health, behaviour, friendship and emotional support.	Children are finding learning difficult due to worries/issues and increased number of children being referred for SEMH. Thrive & reviewed PSHE curriculum need greater emphasis than before Increased engagement and independent access to the curriculum. Improved self-esteem, attitude and engagement will increase the children's self-confidence.	Staff training to be attended by all and reviewed in staff meetings. 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. PSHE curriculum reviewed through improved attitudes to learning/engagement.	Headteacher, Deputy Head & Inclusion Leader.  All Staff	Ongoing monitoring and evaluation – final review Summer 2019
<b>Total budgeted cost</b>					<b>£14,000</b>

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<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 PP & PP+ 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 2019
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 2019
<b>Total budgeted cost</b>					<b>£2,280</b>

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6. Review of expenditure				
Previous Academic Year: 2018-2019 (Pupil Premium Report 2018-19 – see below for further information)			TOTAL PUPIL PREMIUM £34,280	
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 2018-19 Pupil Premium Impact Report below.) The expected standard and progress rates of disadvantaged children in RWM at KS2 has improved from 29% in 2018 to 40% in 2019 and is in line with children Nationally (51%).  The gap between disadvantaged and non-disadvantaged at KS1 had reduced from:- 50% in 2016 to 21% in 2017 but increased to 34% in 2018. The gap between disadvantaged and non-disadvantaged in 2019 has reduced to 11% with the gap between disadvantaged and non-disadvantaged children Nationally being 19% at KS1	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 were 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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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b>	<b>Lessons learned: we will continue with these approaches.</b>	<b>Cost</b>
<p>To further develop and support children's social &amp; emotional development and attitudes to learning.</p> <p>To further improve the children's oral literacy skills.</p>	<p>Staff Training–Thrive: mental health &amp; learning approaches.</p> <p>Targeted intervention: behaviour, friendship and emotional support.</p> <p>Staff training –</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>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>	<b>£14,000</b>
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b>	<b>Lessons learned: we will continue with these approaches.</b>	<b>Cost</b>
<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>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>	<b>£2,280</b>

# Redesdale Primary School

## Pupil Premium Impact Report

### **PUPIL PREMIUM IMPACT REPORT 2018 -2019 (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.
- 70% of the pupils eligible for the pupil premium have SEN.
- 10% of the pupils eligible for the pupil premium are More Able.
- 5% 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 (5 PUPILS IN TOTAL)**

SUBJECT	TOWARDS	EXPECTED STANDARD	GREATER DEPTH
READING	20% (1 PUPIL)	80% (4 PUPILS)	20% (1 OUT OF 5 PUPILS)
WRITING	20% (1 PUPIL)	80% (4 PUPILS)	0% (0 OUT OF 5 PUPILS)
MATHEMATICS	60% (3 PUPILS)	40% (2 PUPILS)	20% (1 OUT OF 5 PUPILS)
RWM		40% (2 PUPILS)	

The percentage of children who achieved the expected standard and above at the end of Key Stage 2 in Reading - 80%

The percentage of children who achieved the expected standard and above at the end of Key Stage 2 in Writing - 40%

The percentage of children who achieved the expected standard and above at the end of Key Stage 2 in Mathematics - 40%

The percentage of disadvantaged children achieving the expected standard in all three areas of Reading, Writing and Mathematics (40%) was in line with the percentage of disadvantaged children nationally (51%)



# Redesdale Primary School Pupil Premium Impact Report

**To improve disadvantaged pupil progress rates in RWM (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 (3 pupils)	0	0	0	0	3 (100%)	0	0	1 (33%)	1 (33%)	1 (33%)	0	0	0	0	3 (100%)
YEAR 2 (0 pupils)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
YEAR 3 (3 pupils)	0	0	0	0	3 (100%)	0	0	1 (33%)	0	2 (67%)	0	0	0	0	3 (100%)
YEAR 4 (4 pupils)	0	0	0	0	4 (100%)	0	0	0	0	4 (100%)	0	0	0	0	4 (100%)
YEAR 5 (5 pupils)	0	1 (20%)	1 (20%)	0	3 (60%)	1 (20%)	1 (20%)	0	0	3 (60%)	1 (20%)	0	0	1 (20%)	3 (60%)
YEAR 6 (5 pupils)	0	0	0	0	5 (100%)	0	0	0	0	5 (100%)	0	0	0	0	5 (100%)

## Redesdale Primary School

### Pupil Premium Impact Report

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

	2019
<b>Disadvantaged Pupils (School)</b>	<b>67%</b>
<b>Non-Disadvantaged Pupils(School)</b>	<b>78%</b>
<b>Disadvantaged Pupils (National)</b>	<b>50%</b>
<b>Non-Disadvantaged Pupils(National)</b>	<b>69%</b>

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

The gap between disadvantaged and non-disadvantaged is 11% compared to 19% nationally which is a difference of 8% which is an improvement on last year.

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.