

Redesdale Primary School

Pupil Premium Strategy Statement

1. Summary information					
School	Redesdale Primary School				
Academic Year	2019-20	Total PP budget	£42,840	Date of most recent PP Review	N/A
Total number of pupils	275	Number of pupils eligible for PP	35	Date for next internal review of this strategy	9/20

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)	67% (50%)	78% (69%)
% making at least expected progress in reading – KS1 (3)	67% (62%)	85% (78%)
% making at least expected progress in writing - KS1 (3)	67% (55%)	85% (73%)
% making at least expected progress in maths – KS1 (3)	67% (62%)	89% (79%)
% achieving the expected standard in reading, writing & maths – KS2 (5)	40% (51%)	80% (71%)
% making at least expected progress in reading – KS2 (5)	80% (62%)	100% (78%)
% making at least expected progress in writing – KS2 (5)	40% (68%)	85% (83%)
% making at least expected progress in maths – KS2 (5)	40% (67%)	95% (83%)
% making at least expected progress in GPS – KS2 (5)	80% (67%)	100% (83%)
Average Scaled Score:Reading (5)	106.4 (101.9)	111.1 (105.4)
Average Scaled Score:Mathematics (5)	101.0 (102.5)	109.2 (106.1)
Average Scaled Score:Grammar, Punctuation & Spelling (5)	104.8 (103.8)	111.8 (107.4)

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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)*

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| A. | Poor Literacy skills – particular focus on Reading & Writing (comprehension and understanding). |
| 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. |
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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.
External Barriers		
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		2019-20			
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
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 monitors effectiveness & impact of interventions. Regular review of data and pupil progress meetings. Staff Appraisal meetings.	Headteacher, Deputy Head. KS2 Staff	Ongoing monitoring, evaluation, pupil progress meetings & professional dialogue – Final review Summer 2020
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. Regular reviews of pupil progress data.	Headteacher & Deputy Head. KS2 Staff	Ongoing monitoring, evaluation, pupil progress meetings & professional dialogue Final review Summer 2020.
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 and evaluation of data gives evidence for the most suitable next steps for this group of children.	Monitored regularly by HT, DHT & AHT. Assessment File Reviews. Pupil Progress Meetings. Data Tracking.	Headteacher & SLT. KS1 Staff	Ongoing monitoring and evaluation, pupil progress meetings & professional dialogue – Final review Summer 2020
Total budgeted cost					£20,000

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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?
Thrive programme embedded to support children who have mental health/behavioural/ SEMH difficulties.	Thrive Practitioner timetabled for full support for children, 4 days per week. Train 2 Thrive Practitioners and develop Thrive Team. 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 staff and time to support children. Increased number of children being referred for SEMH so need internal process and early intervention. By having more Thrive staff, more sessions and prioritising need, school is able to meet children's needs sooner, thus improving children's learning strategies.	Thrive Practitioners trained and supporting children. Staff training 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. Thrive Practitioners. All Staff	Ongoing monitoring and evaluation – final review Summer 2020
To further develop and support children's social & emotional development and attitudes to learning.	Revisit & update Staff Training–Thrive: mental health & learning approaches. Redevelop PSHE curriculum in readiness for becoming statutory Sept 2020, 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 will have 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 and redeveloped.	Headteacher, Deputy Head & Thrive Practitioners. All Staff	Ongoing monitoring and evaluation – final review Summer 2020
Total budgeted cost					£18,000

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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
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 2020
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 2020
Total budgeted cost					£4,840