



# Pupil Premium Report July 2020



## Spending and Impact Summary

£18,140 of pupil premium money was allocated to Redfield Edge Primary School in the financial year 2019-2020. Across the year, Redfield Edge had 202 pupils on roll.

The pupil premium money was spent on four key areas.

1. **£6,114** has been allocated to two members of staff who target reading recovery across the school.
2. **£5,575** has been allocated to three members of staff who target maths recovery across the school.
3. **£10,386** has been allocated to our Family Link worker who works closely with pupils and families supporting with things such as behaviour, home routines, counselling and signposting families to outside agencies.
4. **£500** has been allocated to support FSM/E pupils attend outside learning / residential trips.
5. **Funds** have been allocated to subsidise the intervention support led by Teaching Assistants in school with a specific focus on social skills and plugging gaps in learning.

5.4% of pupils at Redfield Edge Primary School were eligible to receive Pupil Premium during the academic year.

## Attendance

Due to partial school closures, the system for measuring attendance changed in April. The information below for the year runs from September to March.

Academic Year	Number of PP pupils	% average attendance PP pupils	% average attendance Non PP pupils	Difference
2015-2016	25	95.61	96.94	1.33
2016-2017	23	94.9	96.51	1.61
2017-2018	16	93.94	96.74	2.8
2018-2019	16	94.67	96.27	1.61
2019 – 2020 *Sept - Mar	11	95.00	96.53	1.53

The average % of attendance of non-pupil premium pupils **96.53%**.

Our average % of attendance for PP pupils **95.00%**.

Our Family link worker and PP leader work closely with families to support them to improve attendance.

The school requested the Local Authority to issue a total of 5 fines to families between September and March 2019-2020 as a result of poor attendance and unauthorised time out of school.

18% (2 pupils) of Pupil Premium pupils finished this time period with less than 90% average attendance. Both pupils have previously received support from the Education Welfare officer (EWO) and continue to receive support from our Family Link Worker.

<b>Below 90% attendance</b>	2 pupils <b>(18%)</b>
<b>90% – 95% attendance</b>	3 pupils <b>(27%)</b>
<b>95% - 100% attendance</b>	6 pupils <b>(55%)</b>

Inwardly mobile pupils to Redfield Edge often have a coding of FSM/E.

73% of our PP eligible pupils currently at our school joined us within a school year from another school.

### **Attainment Data and Progress**

Unfortunately, due to partial closures and the suspension of national tests, we do not have attainment or progress data for the end of the school year 2019-2020.

Schools are currently working closely with pupils and their families to re-engage pupils into school and assess their current needs. Interventions will be put in place for vulnerable pupils alongside their peers to ensure *all pupils* have the opportunity to ‘catch up’ on any learning missed and continue on their learning journey.

Our school’s current priority is the mental health and wellbeing of pupils. We want the children to feel happy and safe within school. Careful observation, appropriate assessment and quality first teaching will enable children to re-engage and make good progress in time.

### **Term 3 data 2019-2020**

The following data highlights if pupils were on track to meet the expected standard by the end of the year.

#### **EYFS (On track)**

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>GLD</b>
<b>Whole Class (ELG)</b>	<b>83.3%</b>	<b>83.3%</b>	<b>86.6%</b>	<b>80%</b>
<b>Pupil Premium</b>	No pupils with Pupil Premium status			

#### **Year 1 Phonics**

	<b>Prediction based on Term 3 assessment</b>
<b>Whole Class</b>	<b>80%</b>
<b>Pupil Premium</b>	No pupils with Pupil Premium status

#### **End of KS1 (Year 2)**

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>SPAG</b>
<b>Whole Class</b>	<b>82%</b>	<b>40%</b> <i>(on track with 50%+ secure at this stage of the year)</i>	<b>82%</b>	<b>75%</b>
<b>Pupil Premium</b>	No pupils with Pupil Premium status			

#### **End of KS2 (Year 6)**

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>SPAG</b>	<b>WRM</b>
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<b>Whole Class</b>	<b>80%</b>	<b>80%</b>	<b>76%</b>	<b>83%</b>	<b>66%</b>
<b>Pupil Premium (3 pupils)</b>	<b>66%</b>	<b>33%</b>	<b>33%</b>	<b>66%</b>	<b>0%</b>

*\*It is important to note that some children who are eligible for PP funding may also have other SEND needs alongside which can have an impact on the progress they make and the attainment they achieve.*

### **Numbers of Pupil Premium (PP) and Forces Premium (FP) pupils in school 2018-2019 academic year.**

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Pupil Premium	0	0	0	2	0	6	3
Forces	0	0	0	0	0	0	0
Total	0	0	0	2	0	6	3
School Total							<b>11</b>

### **Support during COVID-19 partial Closures**

On 23 March 2020, schools closed to all pupils except those with parents who were classed as Keyworkers and / or with an Educational Health Care Plan (EHCP). Online learning was quickly established and access to Google Classroom became a priority to enable all pupils the opportunity to continue with their learning.

To support Pupils, the school:

- Ensured communication was effective and timely so that parents understood exactly what was happening and when.
- Put a number of procedures in place and made the appropriate changes to the school building, routines and expectations to ensure a COVID safe environment.
- Created paper work packs for children to take home whilst online learning was established
- Opened to keyworker pupils / EHCP pupils
- Set up Google Classroom – work uploaded daily for the children to access, live feedback given throughout the day and access to the class teacher for those children who required it.
- Adapted support plans to meet pupil needs at home and to support parents with specific interventions. Bespoke learning opportunities were available for pupils with SEND.
- Created packed lunches and made them available to FSM families and other vulnerable families within the school community
- Delivered learning packs / resources to families who had trouble accessing online provision (due to accessibility of devices)
- Maintained regular contact with outside agencies including Social Care.
- Set up FSM vouchers for families to access
- Kept in regular contact with families to offer support with learning and with pupil mental health and wellbeing
- Signposted families to out of school support if needed – behaviour support, school nurse team, inclusion support...
- Continued with 1:1 support for pupils in school, interventions and counselling for those in need.
- Prepared information, photos and videos of the school to support the children coming back into school in the summer – as a method of reducing any anxiety.
- Opened for EYFS / Year 1 and Year 6 at the beginning of June

- Supported three keyworker groups of 15 pupils in each – using the local community centre to ensure all pupils entitled to be in school could be.
- Planned a programme of transition to enable pupils to say farewell to their class teacher as well as meet their new one.
- Ensured pupil’s mental health and wellbeing was paramount – all decisions made but leaders in school had the children’s best interests at heart.

**Pupil Premium Provision 2019 - 2020**

**Costing and impact**

All Pupil Premium children receive small group and/or 1:1 intervention throughout the year. The impact of the provision given is tracked carefully and altered if necessary following discussions at pupil progress meetings.

<u>Intervention</u>	<u>Duration</u>	<u>Frequency</u>	<u>Cost</u>	<u>Notes / Impact</u>
<b>Reading Assistant (1:1)</b>	<b>Ongoing each pm</b>	Varies depending on the child’s needs	<b>£6,114</b>	<p>Pupils receive 10 minute 1:1 reading opportunity up to 3 times per week. In some cases where the need is greater, reading support can be given daily. During the session, the pupils have the time to practise their core reading skills such as decoding and strengthen their phonic knowledge. VIPERS is used to support children with their comprehension of texts and this helps to re-inforce the learning that takes place in class.</p> <p>Pupils benefit significantly from extra reading sessions and historically, this has had a very positive impact on their progress in not only reading but other areas of the curriculum also.</p> <p>Diagnostic assessments help to track the children’s progress as well as identify need.</p>
<i>During partial school closures, reading assistants were re-deployed to assist with learning pods to ensure the school could open to all pupils entitled to attend.</i>				
<b>Maths Assistant (1:1)</b>	<b>Ongoing each pm</b>	Varies depending on the child	<b>£5,575</b>	<p>Pupils receive a 25-minute maths tutoring session with a maths assistant either once or twice a week depending on their need. With an arithmetic focus, the children practise their calculation skills developing the confidence to use a range of methods.</p> <p>Assessments at the beginning of a block of sessions and then again at the end clearly show the positive impact this extra support gives. These sessions give the children the opportunity to consolidate their learning, plug any gaps in knowledge they may have and establish a confidence with calculation they can then apply when tackling reasoning and problem solving activities in class.</p>
<i>During partial school closures, Maths assistants were re-deployed to assist with learning pods to ensure the school could open to all pupils entitled to attend.</i>				

<p><b>Counselling sessions with Family link (1:1)</b></p>	<p><b>Ongoing</b></p>	<p><b>1 ½ day per week</b></p>	<p><b>£6,852</b></p>	<p>Our Family Link Worker dedicates her time to supporting children, who for one reason or another, may be struggling with their mental health. Support comes in many different forms and for many different reasons. Children who are showing high levels of anxiety, may have experienced a bereavement or have experienced some form of trauma in their lives, are given regular opportunities to ‘talk’ and express their emotions through different activities. Sessions are always bespoke to the child’s needs. Regular ‘check-ins’ take place throughout the week and communication with parents ensures the work carried out in school is shared and then replicated at home. Strategies such as mindfulness, breathing and grounding are taught to the children to support them with regulating their emotions. Children scale their emotions at the start and end of each session to enable our Family Link Worker to assess need and track progress. Outside agencies are often called upon for extra support or advice to ensure the children and their families are receiving the very best provision.</p>
<p><i>During school closure, our Family Link Worker was re-deployed to focus purely on working with vulnerable families and supporting families requesting support. The Family Link worker worked closely with Class teachers and SLT to ensure all pupils struggling to engage in online learning or having difficulty with behaviour or routines at home were offered time and support appropriate to their need.</i></p>				
<p><b>Sand tray Therapy</b></p>	<p><b>10 week block</b></p>	<p><b>X2 per week</b></p>	<p><b>£1250</b></p>	<p>This intervention is used to support pupils who require the opportunity to express how they are feeling. The school has two members of staff who are trained in this area. It has a very positive impact on children and helps the school and the family to understand the need of the child more. This opportunity to ‘offload’ gives the child the opportunity to share a worry, build trusted relationships and learn to manage their mental health. Through the use of archetypes and sand tray, the children can process their emotions in a safe environment without the needs for words.</p>
<p><b>Teaching assistant led interventions</b></p>	<p><b>Ongoing</b></p>		<p>School funds</p>	<p>Deployment of TAs is linked very closely to need. Our school SENDCO timetables support both in and out of class to ensure the very best provision for all pupils. Interventions such as Lego therapy, Social skills groups, Phonics, Spelling are all designed to raise pupil confidence and plug gaps in learning. The use of precision teaching has been introduced to ensure a bespoke level of support with maximum impact.</p>
<p style="text-align: center;"><b>Other Provision</b></p>				

<b>Family Link – parental support</b>	<b>Ongoing</b>	<b>½ day per week</b>	<b>£2,284</b>	<p>Our family link worker supports families with many different areas, these include:</p> <ul style="list-style-type: none"> <li>• sleep – suitable bedtime routines</li> <li>• eating – healthy choices</li> <li>• toileting – we have noticed a rise in need in this area mainly due to higher levels of anxiety</li> <li>• separation anxiety</li> <li>• bereavement</li> <li>• parental separation</li> <li>• behaviour</li> <li>• signposting to outside agencies</li> <li>• positive parenting – hints and tips</li> </ul> <p>The school has received very positive feedback regarding the support on offer and the difference the support gives both them as parents and their children.</p>
<b>Curriculum enrichment</b>	<b>Ongoing</b>		<b>£500</b>	<p>This money enables the school to ensure all pupils receive the same regardless of cost. Support with before and after school club is available as well as support subsidising trips. On an annual basis, a decision is made regarding subsidising residential trips for pupils in Year 5 and Year 6.</p>
<i>Due to partial closures and current restrictions in place, our Year 6 residential was cancelled this year and trips have been suspended until further notice.</i>				
<b>SENCO / PP leader time</b>	<b>2 x afternoon</b>	<b>Weekly</b>	School funds	<p>Our SENDCO and PP leaders have time out of class to fulfil their roles. Within this, the monitoring of support for all pupils takes place as well as tracking of progress and highlighting pupils in need of support, either academically or with their mental health and wellbeing.</p> <p>The leaders are accountable for the provision in place to ensure all pupils have equal opportunities and equity is achieved through support.</p>
		<b>Total spend (excluding school funds)</b>	<b>£22,575</b>	<i>The school subsidises the provision to ensure the all pupils have the opportunities mentioned above. We can see a significant positive impact of the provision in place and aim to maintain our current strategies moving forward.</i>