



## Pupil Premium Strategy Statement 2019-2020

1. Summary Information					
<b>School</b>	Redfield Edge Primary School				
<b>Academic Year</b>	2019-2020	<b>Total PP Budget</b>	<b>£14,200</b>	<b>Date of the most recent PP review</b>	July 2016
<b>Total number of pupils</b>	200	<b>Number of Pupils eligible for PP</b>	<b>10</b> (x2 PLAA)	<b>Date of next internal review</b>	TBC

2. Attendance				
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

3. Current attainment (2016-2017)			
	Pupils eligible for PP	All Pupils	All pupils (national average)
<b>KS1 (2 pupils)</b>			
% of pupils meeting expectations in Maths	<b>50% EXS 0% GD</b>	<b>86% EXS 29% GD</b>	76% EXS 22% GD
% of pupils meeting expectations in Reading	<b>50% EXS 0% GD</b>	<b>82% EXS 18% GD</b>	75% EXS 25% GD
% of pupils meeting expectations in Writing	<b>0% EXS 0% GD</b>	<b>78% EXS 11% GD</b>	69% EXS 15% GD
<b>KS2 (5 pupils)</b>			
% of pupils meeting expectations in Maths	<b>80% EXS 20% GD</b>	<b>86% EXS 31% GD</b>	79% EXS 26% GD
% of pupils meeting expectations in Reading	<b>60% EXS 0% GD</b>	<b>79% EXS 24% GD</b>	73% EXS 27% GD
% of pupils meeting expectations in Writing	<b>80% EXS 0% GD</b>	<b>86% EXS 21% GD</b>	78% EXS 20% GD
% of pupils meeting expectations in RWM	<b>60% EXS 0%GD</b>	<b>72% EXS 14%GD</b>	65% EXS 11% GD

*It is important to note that pupils with PP funding can also have other vulnerabilities including SEND.*

*In house data for all other year groups is tracked throughout the year by the PP leader and Head teacher.*

### Barriers to future attainment and how to over-come them

Barriers to learning well		Strategies to address the need	How will it be implemented?	Staff Lead	Cost
<b>A</b>	<b>Attitude to learning</b> <ul style="list-style-type: none"> <li>Having a fixed mind-set and 'can't do' attitude.</li> <li>Not believing school has any value and is not important</li> <li>Lack of resilience</li> <li>Lack of aspiration</li> </ul>	<ul style="list-style-type: none"> <li>Continue the use of ELLI in every Classroom – stickers and certificates used to encourage children.</li> <li>Points system for in school achievements linked to the four houses.</li> <li>Mrs Robinson - projects throughout the year – making our school better / making positive changes / having a role to play.</li> <li>Careers day – (Y5 and Y6)</li> <li>Well planned transition from primary school to Secondary school</li> <li>Young leaders award</li> </ul>	<ul style="list-style-type: none"> <li>Continued from previous year. Stickers and certificates available of shared drive, weekly celebration assemblies to celebrate the use of the skills in lessons.</li> <li>LR to hand out stickers at the end of each celebration assembly – trophy to be awarded every two terms.</li> <li>PP pupils to be involved in pupil voice sessions. PP pupils to work with LR to produce SIP display board, learning walks...</li> <li>Class teachers to arrange visitors for career day – event to be covered in the school newsletter and shared on twitter.</li> <li>Continues from previous year.</li> </ul>	LR  LR  LR  LR  JB / TM	(Included in LR time)
<b>B</b>	<b>Low self-esteem</b> <ul style="list-style-type: none"> <li>Low self-worth</li> <li>Lack of confidence</li> <li>Unhappy children</li> </ul>	<ul style="list-style-type: none"> <li>1:1 counselling opportunities with DW</li> <li>Up to date training for Family Link / JR to enable needs to be met effectively.</li> <li>Sand tray therapy (x2 staff now trained)</li> <li>Happiness surveys to highlight children/families who may need support.</li> <li>Positive relationships between children and staff.</li> <li>Extra curriculum enrichment opportunities to engage, encourage and inspire children.</li> <li>Performance opportunities – dance / music shows, Key stage performances...</li> <li>Mental Health team – focus days / weeks on keeping our minds healthy – mindfulness</li> <li>Mindfulness club at lunchtime (Thursday)</li> </ul>	<ul style="list-style-type: none"> <li>2 days out of class for Family worker to work with parents and children to address specific needs including attendance, social and emotional needs and behaviour</li> <li>JR and DW to attend training regarding Mental Health</li> <li>Emotion coaching / positive behaviour training for all staff (behaviour support)</li> <li>A range of clubs including dance, choir, football, science, art &amp; craft and athletics are run by teaching / support staff for the children to participate in.</li> <li>Performances (Christmas, Spring and end of year along with inter school music and dance performances organised and run by staff.</li> </ul>	DW  Class Teachers / TAs  Class teachers / LR	2 days DW time £ 6,500  Training – via MH award
<b>C</b>	<b>Academic ability – READING</b>	<ul style="list-style-type: none"> <li>1:1 reading tuition with a reading assistant 2-5 days per week depending on need.</li> <li>Training programme for reading assistants to up-skill the provision</li> </ul>	<ul style="list-style-type: none"> <li>Following assessments, pupils are chosen to receive 1:1 reading tuition. This intervention is carried out by reading assistants and then monitored by English lead.</li> </ul>	Reading assistants / English lead  English lead	X4 reading assistants £10,492

	<ul style="list-style-type: none"> <li>Working below age related expectations</li> <li>Reading progress very slow</li> <li>Comprehension of text weak</li> <li>Lack of support / reading practise at home</li> <li>Reluctance in reading</li> </ul>	<ul style="list-style-type: none"> <li>Observations and feedback given by core leaders (JG and AA).</li> <li>New reading materials for reluctant readers.</li> <li>Continue to develop a love of reading – staff as role models.</li> <li>Whole class text and regular reading aloud opportunities.</li> <li>Reading booster sessions</li> <li>Volunteer readers encouraged and welcomed into school.</li> <li>Parent workshop on the importance of reading as children enter school in EYFS.</li> <li>Targeted support for pp pupils both in the class (core learning) and through intervention.</li> <li>Whole school focus on development of vocabulary</li> <li>Buddy reading – Y5 and Y6 pupils assigned to a Year 1 and Y2 pupil for the entire year. Regular buddy reading opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Timetable of training created to continue to up-skill and develop provision delivered by reading assistants.</li> <li>English lead to carry out x6 observations throughout the year. These will inform the training needs, monitor the quality of provision and allow effective feedback for the staff leading the intervention.</li> <li>School to approach the ‘Friends’ PTA group to request new reading materials.</li> <li>Volunteers requested via our school newsletter. All volunteers to be DBS checked and receive appropriate training.</li> <li>Following a period of settling-in, the EYFS parents will be invited to a workshop led by DW and BT (class teacher) to inform and advise them on how best to support their children with beginning to read. The workshop covers phonics and a range of strategies that will encourage children at this early stage.</li> <li>TAs are timetabled to work with highlighted children who have a specific need and require appropriate provision.</li> <li>Word of the week used across every class</li> <li>Reading and Spelling Nesy group x3 morning per week</li> </ul>	<p>English lead</p> <p>LR</p> <p>Office</p> <p>DW / BT</p> <p>TAs</p>	<p>Subject leader time: £2000</p> <p>(part of Family Link time)</p>
<b>D</b>	<p><b>Academic ability – MATHS</b></p> <ul style="list-style-type: none"> <li>Working below age related expectations</li> <li>Poor knowledge of place value</li> <li>Difficulties with basic mathematical concepts</li> <li>Maths progress very slow</li> <li>Lack of support at home</li> </ul>	<ul style="list-style-type: none"> <li>1:1 Maths tuition carried out by x4 Maths assistants in school with a focus on arithmetic.</li> <li>Programme of training for Maths assistants around AREs and expectation.</li> <li>Observations and feedback given by core leaders.</li> <li>Early morning booster group – focus on quick recall and basic skills (Prodigy Maths / Doodle Maths)</li> <li>Maths question display / challenge (whole school)</li> <li>Math zone introduced to encourage maths through play (lunchtime intervention)</li> <li>Maths workshops for parents – around calculation expectations</li> <li>Increase in the amount of maths homework (times tables)</li> <li>Targeted support for pp pupils both in the class (core learning) and through intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Following assessments, pupils are chosen to receive 1:1 maths tuition with a focus on arithmetic. This intervention is carried out by Maths assistants and then monitored by the maths lead.</li> <li>Timetable of training created to continue to up-skill and develop provision delivered by our maths assistants.</li> <li>Maths lead to carry out x6 observations throughout the year. These will inform the training needs, monitor the quality of provision and allow effective feedback for the staff leading the intervention.</li> <li>In house maths training is made available to teaching assistants / maths assistants.</li> <li>LR to invite a selection of pupils to partake in an early morning maths booster group x3 per week focussing specifically on quick recall, basic maths facts and times tables. The interactive, computer based resource has been recommended by other settings.</li> </ul>	<p>Maths assistants / maths lead</p> <p>Maths lead</p> <p>Maths lead</p> <p>Maths lead</p> <p>LR</p>	<p>Maths assistants £6819</p> <p>Subject leader time: £ 2,000</p> <p>(Included in LR time)</p>

			<ul style="list-style-type: none"> <li>TAs are timetabled to work with highlighted children who have a specific need and require appropriate provision.</li> </ul>	TAs	
<b>E</b>	<b>Academic ability - WRITING</b> <ul style="list-style-type: none"> <li>Working below age related expectations</li> <li>Weak spelling</li> <li>Poor language and communication skills</li> <li>Lack of support at home</li> </ul>	<ul style="list-style-type: none"> <li>Purpose for writing is a whole school key priority this academic year.</li> <li>English team created to work together on different aspects of English learning.</li> <li>Stage in the playground use as our drama zone – to improve speaking and listening opportunities</li> <li>Use of ‘Talk for writing’</li> <li>Moderation and development of staff subject knowledge</li> <li>SALT support bought in from elsewhere to support pupils and to train staff.</li> <li>Welcomm bought in for EYFS early identification of need</li> <li>Speaking and listening opportunities increased throughout the year – assessment allowing for effective planning by the class teacher</li> <li>Read, Write, Ink scheme introduced into school for daily spelling sessions</li> <li>Extended writing opportunities each week</li> <li>Introduction of SPAG.com for teaching and assessment</li> <li>Development of speaking and listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>Drama zone led by PIPs on duty in the playground encouraging positive social interaction, developing S&amp;L skills, self-esteem and confidence.</li> <li>Staff training on speaking and listening / Speech and language delivered by both SALT and English lead.</li> <li>Welcomm assessment programme is used within the first few weeks of September to quickly establish those pupils who need extra input to develop their early oral skills.</li> <li>Focus on spelling. ‘No Nonsense Spelling’ helps pupils to learn and retain core spellings expected for their age range. Interactive resources and spelling logs along with weekly tests support the learning in class. English lead highlight specific children (PP) who need extra spelling booster in class due to gaps in knowledge or lack of support at home.</li> <li>Interventions such as Lego therapy, social skills games, speaking and listening activities and speech and language support led by TAs and SALT working in the school.</li> </ul>	PIPS / English lead  LR / English lead  LR / BT  English lead / class teacher  TA / SALT	Pips time – leading a lunchtime zone:  Included in time  Included in time
<b>F</b>	<b>Behaviour</b> <ul style="list-style-type: none"> <li>Low level disruptive behaviour during learning time</li> <li>Negative behaviour towards others / poor social skills</li> <li>Behavioural incidents effecting the learning in the class</li> </ul>	<ul style="list-style-type: none"> <li>Clear behaviours systems and processes in place.</li> <li>Daily communication with parents to share both positive and negative behaviour.</li> <li>Behaviour system in each class to ensure continuity and a high expectation from all.</li> <li>Social skill groups rolled out by teaching and non-teaching staff when required.</li> <li>Persistent poor behaviour communicated home and dealt with in partnership with families.</li> <li>Piplings introduced at lunchtimes – responsibility for older pupils (Young Leader award)</li> <li>Lunchtime zones organised to reduce possible poor behaviour through boredom.</li> </ul>	<ul style="list-style-type: none"> <li>Established within in school – just needs maintaining and consistency</li> <li>Lego therapy introduced along with other social skill / communication groups. These interventions are led by teaching assistants / family link worker with the support of our SALT.</li> <li>Zones were introduced in 2015 and continue to run during the lunch hour. (drama, play shed, maths , circus and reading) Piplings are encouraged to help as a way of encouraging some responsibility.</li> </ul>	SALT/TA  Mark Skidmore (PT)  PIP	(as above)  No cost  (Included in PIP time)

		<ul style="list-style-type: none"> <li>Class footballs introduced / football rota in place to organise space</li> <li>Problem solving group introduced.</li> </ul>			
<b>G</b>	<b>Attendance</b> <ul style="list-style-type: none"> <li>High level of broken weeks</li> <li>Persistent absentees (below 90% attendance)</li> </ul>	<ul style="list-style-type: none"> <li>Termly overview sheet of attendance for all pupils, year groups and vulnerable groups.</li> <li>Pupils dropping close to 95% attendance are tracked carefully</li> <li>Phone call or face to face meeting held for parents of any pupil dropping below 95% to gather 'the story' and offer support.</li> <li>Persistent absentees met with regularly. EWO called in if necessary.</li> <li>100% certificates awarded each term to pupils who have achieved 100% attendance.</li> <li>Special certificate and small prize given to pupils with 100% attendance all year.</li> <li>Regular attendance updates and reminders go out in the school newsletter (competition between year groups!)</li> </ul>	<ul style="list-style-type: none"> <li>LR works closely with DW (Family link worker to track and monitor the attendance of all pupils including PP. Any attendance that drop close to 95% (an increase on last year's – 90%) is addressed. Phone conversations are used to highlight the school concern and then a face to face meeting with families is arranged if needed. The aim is to support the family and help them to address the reason for poor attendance in school. Where absences are persistent, LR will arrange for the EWO to become involved.</li> <li>Strategies have been introduced to celebrate the attendance of those pupils who are in school every day throughout the term / year. This was following input from parent feedback.</li> </ul>	LR	(Included in LR time)
<b>H</b>	<b>Resources / basic needs</b> <ul style="list-style-type: none"> <li>Lack of proper school uniform (clothes not fitting / unwashed...)</li> <li>Lack of proper PE kit</li> <li>Lack of equipment at home to attempt homework (pencils, paper...)</li> <li>Hunger - Not eating breakfast before school</li> <li>Lack of opportunity</li> </ul>	<ul style="list-style-type: none"> <li>Uniform purchased for the family in extreme cases</li> <li>Breakfast club subsidised</li> <li>Toast provided for highlighted families</li> <li>Homework club (lunchtime)</li> <li>Regular meetings with Family Link worker to discuss needs and barriers – support offered by school or through referring to the appropriate agency.</li> <li>SAF written to address needs and request support if necessary.</li> <li>Educational visits and residential trips subsidised throughout the school year.</li> </ul>	<ul style="list-style-type: none"> <li>This decision is made by SLT in consultation with our Family link worker. Each situation is different and the school will do its best to provide what each child needs.</li> <li>LR and DW meet regularly to discuss families that may have been referred by class teachers. Current provision / support is reviewed and further actions are set if the need is there.</li> <li>LR and DW work together in the SAF assessment process. Whether a SAF is written is agreed by DW and SLT.</li> <li>Agreed subsidy for Y6 residential to ensure all pupils can attend. Other funding given to subsidise PP pupils who are unable to contribute.</li> </ul>		£500  Enrichment £400
<b>I</b>	<b>Social, emotional and mental health issues</b> <ul style="list-style-type: none"> <li>Disruption at home</li> <li>Family bereavement</li> <li>Parent mental health</li> </ul>	<ul style="list-style-type: none"> <li>Mental Health team set up – mental Health and wellbeing award a key focus this year.</li> <li>Mental Health ambassadors (pupils) situated around the school.</li> <li>Referral process in place for any concerns about a pupil</li> </ul>	<ul style="list-style-type: none"> <li>If a class teacher / Teaching assistant is concerned about a child emotional state or health, they can refer to our family link worker. DW then works with the child / family to ascertain the support that is needed. Support that can be given in school is then organised and timetabled in. Support that requires intervention from outside agencies is sought.</li> </ul>	Family Link	(Included in Family Link time)

	<ul style="list-style-type: none"> <li>• Family illness</li> <li>• Possible child protection concerns</li> <li>• Anxiety</li> <li>• Tiredness</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 counselling / 'Time to Talk' sessions with Family Link worker to tackle issues such as bereavement, family breakdown, low self-esteem....</li> <li>• Referrals to outside agencies made</li> <li>• Effective liaison and contact with outside agencies e.g School Health Nurse</li> <li>• Tiredness notes issued to Family Link worker</li> <li>• Sand tray therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Sand tray therapy training has been given to x2 TAs working in school. Pupils who would benefit from a block of therapy sessions would be timetabled in.</li> </ul>		
				<b>Total projected spend</b>	<b>£28,711</b>

**Further funding is spent on:**

Extra-curricular clubs, after school provision and  
Breakfast club  
Training (Family Link / LR / Teaching assistants)

**\*\*\* These may be included throughout the year as different needs arise. \*\*\***

**Support plans have been put in place this year to enable the school to track pupil's individual provision. The support plans run on a 6 weekly review cycle and not only cover provision outside of class but also in class support as well.**

**The school heavily subsidises the reading and maths assistant do to the positive impact this support has on pupils learning, attitudes and progress.**