

**Pupil Premium Strategy Review 2020-2021****1. Summary Information**

School	Redfield Edge Primary School				
Academic Year	2020-2021	Total PP Budget	£14,500	Date of the most recent PP review	July 2016
Total number of pupils	202	Number of Pupils eligible for PP	11 (x2 PLAA) (x2 LAC)	Date of next internal review	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
2019-2020	10	Up to end of T3 - 95.10	96.76	1.66
2020-2021	11	96.8	97.6	0.8

Barriers to future attainment and how to over-come them

Barriers to learning well			IMACT over the year (COVID changes/impact to approach)	
Barriers to learning well	Strategies to address the need	How will it be implemented?		
A Attitude to learning <ul style="list-style-type: none"> Having a fixed mind-set and 'can't do' attitude. Not believing school has any value and is not important Lack of resilience Lack of aspiration 	<ul style="list-style-type: none"> Continue the use of ELLI in every Classroom – stickers and certificates used to encourage children. Points system for in school achievements linked to the four houses. Mrs Robinson - projects throughout the year – making our school better / making positive changes / having a role to play. Careers day – (Y5 and Y6) Well planned transition from primary school to Secondary school 	<ul style="list-style-type: none"> Continued from previous year. Stickers and certificates available of shared drive, weekly celebration assemblies to celebrate the use of the skills in lessons. LR to hand out stickers at the end of each celebration assembly – trophy to be awarded every two terms. PP pupils to be involved in pupil voice sessions. PP pupils to work with LR to produce SIP display board, learning walks... Class teachers to arrange visitors for career day – event to be covered in the 	<ul style="list-style-type: none"> <i>The Recovery Curriculum was introduced in September with a focus on 'Therapy through the Curriculum'. The first two weeks consisted of hands on learning, arts, crafts, music and sport with an increased emphasis on mental health and wellbeing and social interactions.</i> <i>Maths and English was introduced in small steps and for short periods of time and slowly increased over the term.</i> <i>'Normal' time timetable was in place by the end of Term 2. (see recovery Curriculum roadmaps on school website)</i> 	

		<ul style="list-style-type: none"> Young leaders award 	<p>school newsletter and shared on twitter.</p> <ul style="list-style-type: none"> Continues from previous year. 	<ul style="list-style-type: none"> <i>Whole school assemblies in the hall ceased due to restrictions in school. School adapted and certificates were issued in class to celebrate learning and via Google Classroom for the children working from home. Feedback from parents was very positive – receiving a certificate for home learning helped to motivate children at home and raise their self-esteem.</i> <i>PP pupils continued to play an active role in pupil voice activities throughout the year. Pupil Voice meetings via Teams with the school CSP and school Governors took place.</i> <i>During partial closures, 42% of PP pupils were in school as part of our key worker group.</i> <i>Transition activities were severely impacted due to COVID and restrictions in place. Pupils were unable to attend as many visits as in a normal year however, we took full advantage of what was on offer from each secondary.</i> <i>Our Year 6 Class teacher, SENDCO and Family Link worker were all part of transition meetings with secondary school staff in order to ensure an effective and purposeful handover of information.</i> <i>Additional meetings took place for vulnerable children ensuring the time given to plan a successful move from primary setting to secondary.</i>
B	Low self-esteem <ul style="list-style-type: none"> Low self-worth Lack of confidence Unhappy children 	<ul style="list-style-type: none"> 1:1 counselling opportunities with DW Up to date training for Family Link / JR to enable needs to be met effectively. Sand tray therapy (x2 staff now trained) Happiness surveys to highlight children/ families who may need support. Parent survey regarding time in lockdown – significant family concerns Pupil survey (online pupil survey, happiness survey) to highlight pupils requiring support 	<ul style="list-style-type: none"> 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 JR and DW to attend training regarding Mental Health First aid ACES training for staff LR / JR deliver pupil survey Emotion coaching / positive behaviour training for all staff (behaviour support) A range of clubs including dance, choir, football, science, art & craft and athletics run by teaching / support staff for the children to participate in. Ambassadors elected at the beginning of the year (Pods this year) 	<ul style="list-style-type: none"> <i>Family Link worker time increased to (4 days) during partial closures to support children in school and learning from home. Zoom meetings and over the phone counselling / ‘check-ins’ were vital to ensure ongoing support for those families who required it.</i> <i>Class teacher check-in’s bi-weekly with parents were in place to allow teachers to support families with online learning.</i> <i>Mental Health team in school took part in online training.</i> <i>ACES training during annual safeguarding training ensured staff were well informed of the struggles and impacts of ACES on children and young people’s lives.</i> <i>Surveys such as COVID Impact survey for families, staff wellbeing survey, pupil wellbeing survey and</i>

		<ul style="list-style-type: none"> • Positive relationships between children and staff. • Extra curriculum enrichment opportunities to engage, encourage and inspire children. • Performance opportunities – dance / music shows, Key stage performances... • Mental Health team – focus days / weeks on keeping our minds healthy – mindfulness • Mental Health ambassadors to support peers at play / lunchtimes • Mindfulness club at lunchtime (Thursday) • Introduction of Zones of Regulation – to teach children how to regulate emotions and ask for help. 	<ul style="list-style-type: none"> • Performances (Christmas (online), Spring and end of year along with inter school music and dance performances organised and run by staff. • Zones displayed in all classrooms • Discrete lessons introducing Zones of regulations to all classes • Consistency in language used by all staff • Hello Yellow day celebrated – focus on zones / emotions / asking for help 	<p><i>Online pupil surveys were completed to allow the school to gain a true understanding of how the school community were feeling and the support they needed. This enabled us to support individuals and adapt provision and practise in school.</i></p> <ul style="list-style-type: none"> • <i>All extra curricular clubs continued to run when restrictions allowed, however this was for only a small portion of the school year.</i> • <i>Wrap around provision continued throughout.</i> • <i>Mental Health ambassadors were elected at the beginning of the year, however, this ceased due to partial closures. Support remained for those pupils in school and both staff and pupils made videos (as part of Mental Health Awareness week) offering ideas and support and these were made available to all via Google Classroom.</i> • <i>The school maintained as many of its enrichment opportunities as feasible. KS1 nativity was performed and recorded and then issued to parents, allowing them to enjoy in the comfort of their homes with their wider families.</i> • <i>Zones of regulation are fully embedded within classes. Whole class zones is used consistently and helps teachers to quickly ascertain who requires additional support – this can be addressed immediately with the help of support staff and the Family Link worker.</i> • <i>Individual ‘Zones’ toolkits are used for pupils requiring a more personalised approach.</i> • <i>The school continued to recognise Hello Yellow and MH awareness week – putting on special activities for all children (in school and at home).</i>
C	Academic ability – READING <ul style="list-style-type: none"> • Working below age related expectations • Reading progress very slow • Comprehension of text weak 	<ul style="list-style-type: none"> • 1:1 reading tuition with a reading assistant 2-5 days per week depending on need. • Training programme for reading assistants to up-skill the provision • Observations and feedback given by core leaders (EB and DK). • New reading materials for reluctant readers. 	<ul style="list-style-type: none"> • 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. • Timetable of training created to continue to up-skill and develop provision delivered by reading assistants. 	<ul style="list-style-type: none"> • <i>1:1 reading assessment intervention began in Term 1 and continued when restrictions in school allowed. During partial closures, 1:1 reading support was inconsistent due to staff capacity. Guided reading groups continued in class and reading activities were sent home via Google Classroom to help maintain progress.</i>

	<ul style="list-style-type: none"> Lack of support / reading practise at home Reluctance in reading 	<ul style="list-style-type: none"> Continue to develop a love of reading – staff as role models. Whole class text and regular reading aloud opportunities. Reading booster sessions Volunteer readers encouraged and welcomed into school. Parent workshop on the importance of reading as children enter school in EYFS. Targeted support for pp pupils both in the class (core learning) and through intervention. Whole school focus on development of vocabulary Buddy reading – Y5 and Y6 pupils assigned to a Year 1 and Y2 pupil for the entire year. Regular buddy reading opportunities. New Library installed in school – raise the profile of reading and encourage a greater use of library resource (in school and out of school hours) 	<ul style="list-style-type: none"> 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. School to approach the 'Friends' PTA group to request new reading materials. Volunteers requested via our school newsletter. All volunteers to be DBS checked and receive appropriate training. Following a period of settling-in, the EYFS parents will be invited to a workshop led by DW and LS / SW (class teachers) 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 (online this year) Online information video created by DK for all parent sin KS1 regarding reading at home and tricky words. TAs are timetabled to work with highlighted children who have a specific need and require appropriate provision. Word of the week used across every class Nessy intervention introduced to specific pupils Clicker introduced in school for intervention 	<ul style="list-style-type: none"> <i>Teaching staff taught phonics via pre-recorded video lessons during partial closures and these were accessed by children at home and in school.</i> <i>EYFS class teacher paid an extra day to carry out intense phonics intervention for pupils across KS1 (catch up funding).</i> <i>Precision teaching training given to support staff – precision teaching technique used consistently in school (remotely if necessary) to provide phonic and spelling support (funded by catch up funding).</i> <i>English observations took place during Term 2 and Term 4 – these were led by English leads and or SLT. This highlighted writing as a concern.</i> <i>Brand new school library installed in school with a £2,000 investment in new reading materials (fiction and non-fiction).</i> <i>Volunteers consistently supporting additional reading in school. (This ceased due to COVID restrictions in place).</i> <i>'Supporting Pupils at Home' tab on the school website created for parents to access. Phonic resources and videos available along with recommended reading lists and information on VIPERS.</i> <i>Support staff deployed by class teachers to support with phonics and reading.</i> <i>Word of the week used consistently across the school – developing the children's vocabulary.</i> <i>A clicker licence for 10 pupils has been purchased and this used in class to support pupils with their vocabulary development and writing skills.</i> <i>Nessy intervention and resources utilised in school and at home.</i> (See detailed reading data below)
D	Academic ability – MATHS <ul style="list-style-type: none"> Working below age related expectations Poor knowledge of place value 	<ul style="list-style-type: none"> Snappy lessons used to transition back into school as part of the recovery curriculum 1:1 Maths tuition carried out by x3 Maths assistants in school with a focus on arithmetic. 	<ul style="list-style-type: none"> 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. Timetable of training created to continue to up-skill and develop 	<ul style="list-style-type: none"> <i>1:1 Maths assessment intervention began in Term 1 and continued when restrictions in school allowed. During partial closures, 1:1 maths support was inconsistent due to staff capacity.</i> <i>In addition, precision teaching opportunities were offered to pupils (including PP pupils) in order to close gaps in learning.</i>

	<ul style="list-style-type: none"> Difficulties with basic mathematical concepts Maths progress very slow Lack of support at home 	<ul style="list-style-type: none"> Programme of training for Maths assistants around AREs and expectation. Observations and feedback given by core leaders. Maths question display / challenge (whole school) Math zone introduced to encourage maths through play (lunchtime intervention) TT rockstars available to all pupils in KS2 Numbots available to all pupils in KS1 Maths workshops for parents – around calculation expectations (online) Increase in the amount of maths homework (times tables) Targeted support for pp pupils both in the class (core learning) and through intervention. 	<p>provision delivered by our maths assistants.</p> <ul style="list-style-type: none"> 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. In house maths training is made available to teaching assistants / maths assistants. TAs are timetabled to work with highlighted children who have a specific need and require appropriate provision. 	<ul style="list-style-type: none"> <i>Observations of maths assistants enabled appropriate and effective feedback to continuously improve the provision.</i> <i>Online Maths platforms such as TT Rockstars, Numbots etc were utilised during home learning in addition to daily maths lessons (differentiated) for pupils to complete both in school and for keyworker pupils in school.</i> <i>Maths lead attended training for 'Number Sense' and conceptual thinking. A change in approach to Maths teaching planned for 2021-2022.</i> <i>'Supporting Pupils at Home' tab on the school website created for parents to access. Maths resources are available along with links to useful websites.</i>
E	<p>Academic ability - WRITING</p> <ul style="list-style-type: none"> Working below age related expectations Weak spelling Poor language and communication skills Lack of support at home 	<ul style="list-style-type: none"> Snappy lessons used to transition back into school as part of the recovery curriculum Purpose for writing is a whole school key priority this academic year. English team created to work together on different aspects of English learning. Stage in the playground use as our drama zone – to improve speaking and listening opportunities Use of 'Talk for writing' Moderation and development of staff subject knowledge SALT support bought in from elsewhere to support pupils and to train staff. Welcomm used in for EYFS early identification of need Speaking and listening opportunities increased throughout the year – 	<ul style="list-style-type: none"> Drama zone led by PIPs on duty in the playground encouraging positive social interaction, developing S&L skills, self-esteem and confidence. Staff training on speaking and listening / Speech and language delivered by both SALT and English lead. 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. 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 	<ul style="list-style-type: none"> <i>English was introduced in small steps and for short periods of time and slowly increased over Term 1 and into Term 2.</i> <i>SPAG sessions, reading activities and writing challenges all set daily on home learning platform – school recognised a concern in the quality of writing and pupil stamina following home learning.</i> <i>Precision teaching with a focus on spelling was introduced (funded by catch up funding).</i> <i>English lead attended 'Oracy project' training in order to lead a focus on Oracy across the school 21-22 to aid improving writing outcomes.</i> <i>Expertise in SALT developed for one member of the support staff who attended numerous training sessions – in order to deliver high quality S&L support for pupils across KS1.</i> <i>Welcomm used in EYFS to identify SALT needs in the class. Intervention to support pupils led by TA.</i>

		<p>assessment allowing for effective planning by the class teacher</p> <ul style="list-style-type: none"> Extended writing opportunities each week SPAG.com for teaching and assessment Development of speaking and listening skills. 	<p>spelling booster in class due to gaps in knowledge or lack of support at home.</p> <ul style="list-style-type: none"> 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. 	
F	<p>Behaviour</p> <ul style="list-style-type: none"> Low level disruptive behaviour during learning time Negative behaviour towards others / poor social skills Behavioural incidents affecting the learning in the class 	<ul style="list-style-type: none"> Playground split into sections for Pod use Clear behaviours systems and processes in place. Daily communication with parents to share both positive and negative behaviour. Behaviour system in each class to ensure continuity and a high expectation from all. Social skill groups rolled out by teaching and non-teaching staff when required. Persistent poor behaviour communicated home and dealt with in partnership with families. Piplings introduced at lunchtimes – responsibility for older pupils (Young Leader award) Lunchtime zones organised to reduce possible poor behaviour through boredom. Class footballs introduced / football rota in place to organise space Recovery curriculum – extra teambuilding opportunities, friendship focus and zones of regulation to support pupils behaviour 	<ul style="list-style-type: none"> Established within in school – just needs maintaining and consistency 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. 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. 	<ul style="list-style-type: none"> <i>Behaviour around the school is very good, the children are respectful of each other and the adults around them.</i> <i>Individual behaviour concerns are dealt with in consultation with parents and SLT following our behaviour policy.</i> <i>Clear expectations are set both in class and around the school with clear consequences to ‘poor choices’.</i> <i>The Recovery Curriculum was introduced in September with a focus on ‘Therapy through the Curriculum’. The first two weeks consisted of hands on learning, arts, crafts, music and sport with an increased emphasis on mental health and wellbeing and social interactions. Extra social skills provision and teambuilding activities were introduced to support reconnection of friendships as part of day to day learning.</i> <i>Social skill groups and Lego therapy take place throughout the school, throughout the year for those pupils highlighted as needing extra support.</i> <i>Piplings were unable to support through the year due to POD requirements.</i>
G	<p>Attendance</p> <ul style="list-style-type: none"> High level of broken weeks Persistent absentees (below 90% attendance) 	<ul style="list-style-type: none"> Termly overview sheet of attendance for all pupils, year groups and vulnerable groups. Pupils dropping close to 95% attendance are tracked carefully 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> <i>Termly overview record enabled LR to track attendance of pupils. Support offered for families struggling to engage through this difficult time.</i> <i>Home learning support given to families with regards access to online learning (IT support phone calls) and</i>

		<ul style="list-style-type: none"> • Phone call or face to face meeting held for parents of any pupil dropping below 95% to gather 'the story' and offer support. • Persistent absentees met with regularly. EWO called in if necessary. • Regular attendance updates and reminders go out in the school newsletter (competition between year groups!) 	<p>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.</p> <p>Where absences are persistent, LR will arrange for the EWO to become involved.</p>	<p><i>laptops issued to families unable to provide the appropriate technology.</i></p> <ul style="list-style-type: none"> • <i>Class teachers tracked online learning engagement and this was reviewed regularly in order to highlight concerns.</i> • <i>Bi-weekly teacher phone calls home supported families with possible online learning issues and helped to motivate pupils to engage.</i> • <i>EWO support accessed for one pupil not engaging despite a place in school offered and a laptop issued. This situation improved following EWO intervention.</i> • <i>Places in school offered to children with an EHCP, a keyworker parent and those whom the school deemed vulnerable.</i> • <i>School offered up to 120 places (204 on roll) using the local community centre for extra space.</i> • <i>Tracking of isolations at home enabled SLT to build a clear picture of learning time lost for whole cohorts and individuals.</i> • <i>Attendance data shared with Governors at each FGB meeting. This included home learning / keyworker groups.</i>
H	Resources / basic needs <ul style="list-style-type: none"> • Lack of proper school uniform (clothes not fitting / unwashed...) • Lack of proper PE kit • Lack of equipment at home to attempt homework (pencils, paper...) • Hunger - Not eating breakfast before school • Lack of opportunity 	<ul style="list-style-type: none"> • Uniform purchased for the family in extreme cases • Breakfast club subsidised / breakfast provided for pupils if needed • Toast provided for highlighted families • Homework club (lunchtime) • Regular meetings with Family Link worker to discuss needs and barriers – support offered by school or through referring to the appropriate agency. • EHAP written to address needs and request support if necessary. • Pupils encouraged to partake in extracurricular activities – school can subsidise • Educational visits and residential trips subsidised throughout the school year. 	<ul style="list-style-type: none"> • 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. • 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. • LR and DW work together in the EHAP assessment process. Whether a SAF is written is agreed by DW and SLT. • Agreed subsidy for Y5 and Y6 residential to ensure all pupils can attend. Other funding given to subsidise PP pupils who are unable to contribute. 	<ul style="list-style-type: none"> • <i>School camp subsidy given to all PP pupils in Year 5 and Year 6.</i> • <i>Breakfast club and afterschool club has been provided for families requiring financial support.</i> • <i>School dinner vouchers supplied for FSM pupils during partial closure. The initial support of a packed lunch offered for those learning from home.</i> • <i>Breakfast often supplied for children who have not eaten before school (with permission).</i>

I	<p>Social, emotional and mental health issues</p> <ul style="list-style-type: none">• Disruption at home• Family bereavement• Parent mental health• Family illness• Possible child protection concerns• Anxiety• Tiredness	<ul style="list-style-type: none">• Mental Health team set up – mental Health and wellbeing award a key focus this year.• Mental Health ambassadors (pupils) situated around the school.• Referral process in place for any concerns about a pupil• 1:1 counselling / ‘Time to Talk’ sessions with Family Link worker to tackle issues such as bereavement, family breakdown, low self-esteem....• Referrals to outside agencies made• Effective liaison and contact with outside agencies e.g School Health Nurse• Tiredness notes issued to Family Link worker• Sand tray therapy	<ul style="list-style-type: none">• 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.• 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.	<ul style="list-style-type: none">• <i>Mental Health in Schools Award (bronze) achieved – outside visitors to school very complementary of the provision we have to support all children with regards their wellbeing.</i>• <i>Family Link worker support increased due to high needs within the school following a very unsettled year.</i>• <i>During partial closures, Family Link worker time increased to (4 days) to support children in school and learning from home. Zoom meetings and over the phone counselling / ‘check-ins’ were vital to ensure ongoing support for those families who required it.</i>• <i>Zones of Regulation used consistently across the school for whole classes and individuals. This enables staff to pick up on issues which could otherwise be missed.</i>• <i>ELSA currently being trained in order to support our school’s Family Link worker who is at capacity. (ready to start in Sept 21)</i>• <i>One of our HLTA’s has now completed her Art therapy training and will be supporting pupils in school (from Sept 21.</i>• <i>Sand tray provision continued through the year (including partial closures) supporting some of our vulnerable pupils.</i>• <i>Family ethos embedded and noticed by those form out of school.</i>	
				Total projected spend	£25,311

PP pupil Attainment Data (2020-2021)

The information below relates to end of year assessments. Pupils in Year 1,3,4 & 5 were tested using the Spring NFER paper for reading, Maths and SPAG. The scores from these along with teacher assessment information indicated if the child had reached the expected standard. In Year2 and 6, past SAT papers were used alongside teacher judgement.

In writing, teachers used interim frameworks and ARE grids to assess a range of writing of different genres to make an informed judgement. This work was moderated for consistency.

Year 1 Phonic Screening (for Year 2 pupils in Autumn Term)

There were no PP pupils in this cohort.

Class	Number of pupils	% passed (score more than 34)
Pine Class <i>(Autumn Term)</i>	29	79%

% of pupils reaching expected standard (this data is not validated)

Year 1 (HAZEL)	PP pupils (1)	Whole Class Cohort		Year 2 (PINE)	PP pupils (0)	Whole Class Cohort
Reading	100%	76%		Reading		41%
Writing	100%	60%		Writing		76%
Maths	100%	70%		Maths		62%

Year 3 (WILLOW)	PP pupils (1)	Whole Class Cohort		Year 4 (BEECH)	PP pupils (2)	Whole Class Cohort
Reading	50%	74%		Reading	100%	90%
Writing	0%	41%		Writing	50%	33%
Maths	50%	74%		Maths	0%	60%

Year 5 (MAPLE)	PP pupils (1)	Whole Class Cohort		Year 6 (OAK)	PP pupils (6)	Whole Class Cohort
Reading	0%	67%		Reading	83%	89.6%
Writing	0%	0%		Writing	67%	72.4%
Maths	100%	67%		Maths	83%	82.7%

In October 2021, the children will be assessed against the summer equivalents to the test used at the end of the year. From Term 2 onwards, the children will return to normal routine, sitting test for the term they are currently in.

