

Annex 2c: Pupil Premium Strategy Statement (Primary)

1. Summary Information					
School	Redlands County Primary School				
Academic Year	2017 - 2018	Total PP Budget	£58,620.00	Date of most recent PP Review	Nov 2017
Total number of pupils	310	Number of pupils eligible for PP	35 11% 45 inc Forces 14%	Date for next internal review of this strategy	Feb 2018

2. Current Attainment													
	Pupils eligible for PP (in KS1/ KS2 + EYFS)												All Pupils (National average) July 2017
	EYFS Nov 2017	EYFS July 2018	EYFS (+ Forces) Nov 2017	EYFS (+ Forces) July 2018	KS1 Nov 2017	KS1 July 2018	KS1 (+ Forces) Nov 2017	KS1 (+ Forces) July 2018	KS2 Nov 2017	KS2 July 2018	KS2 (+ Forces) Nov 2017	KS2 (+ Forces) July 2018	
% on track (Nov) achieving (July) ARE or above in reading, writing and maths	50%		50%		22%		29%		32%		37%		61%
% on track (Nov) achieving (July) ARE in reading	75%		75%		44%		43%		52%		56%		71%
% on track (Nov) achieving (July) ARE in writing	75%		75%		33%		36%		32%		37%		76%
% on track (Nov) achieving (July) ARE in maths	75%		75%		44%		43%		36%		41%		75%
3. Barrier to future attainment (for pupils eligible for PP)													
In school barriers (issues to be addressed in school, such as poor oral language skills)													
A.	Lack of home support												
B.	Low Emotional Literacy												
C.	Delayed Speech & Language skills particularly evident on entry												

D	Delayed motor skills	
External barriers (issues which also require action outside school, such as low attendance rates)		
A.	Currently 2 PP children are persistent absentees. School is continuing to work intensively through liaison with parents to improve attendance rates, this includes working with Children's Services	
B.	Sometimes chaotic or otherwise challenging home lives. School offers support and advice to parents regarding how they may help their child out of school	
Desired outcomes and how they will be measured		Success Criteria
A.	Children achieve at least in line with national data, with a particular focus on reading and maths in KS1 and writing in KS2. Pupil Premium children to achieve what national non-Pupil Premium children achieve.	Good or very good progress will be made between assessment points.
B.	To improve the teaching of phonics so that PP children receive high quality teaching focusing on high expectations, monitoring of outcomes and effective feedback. Children make rapid progress in phonics and develop phonetic knowledge so that they are able to apply and use sounds in reading and writing.	Children will be streamed across the year group according to their needs. Teaching assistants are also used to ensure that groups are smaller and more focused.
C.	Children in EYFS have early interventions put into place after initial assessments so that they are able to achieve GLD. This is often in Literacy, as many children come into school below national average in their speaking and listening.	PP children have targeted interventions so that their barriers to learning are addressed.

4. Planned expenditure					
Academic year		2016 - 2017			
The three headings below enable schools to demonstrate how they are using 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?
Improved outcomes for all PP children with a focus on reading and maths in KS1 and writing in KS2.	Workshops for parents to support in maths, reading and writing. KS1 workshops from Spring term. KS2 workshops will be run after SATs. Additional experienced teachers to be employed to ensure that classes are smaller in some core lessons weekly and teachers are to lead small, focused group work weekly. Teachers are allocated time weekly to meet 1:1 with PP children to discuss individual targets to ensure child and adult knows how they can progress and any potential barriers.	Data indicates that our disadvantaged children are not making good enough progress in comparison with our non-PP children. Emphasis on rapid progress	Half-termly meetings between pupils and teachers. Pupil progress meetings track progress for PP children after each Assessment Point (Nov, February and July) Interim data drops and additional pupil progress meetings for PP children. Personal plans enable a bespoke level of support for each child so that their barriers to learning are addressed. This is then reviewed at pupil progress meetings. Monitor attendance of PP parents at Parents' Evening and rearrange appointments so that all PP parents/ carers attend.	KH RH GW BV All staff	Half termly Extra support teachers Teacher 1:1 allocation Pupil Progress meetings for PP children

All PP children will pass the phonics screening test by the end of KS1.	Children start on phonics on entry and are streamed in EYFS and KS1. Teachers and TAs lead sessions (with teachers writing the planning) to ensure all children receive teaching in a small, focused group. All EYFS and KS1 to receive L & S training.	Children will receive phonics tailored to their individual needs. To pass the KS1 screening test.	Daily assessments during each phonics lesson. Reading shelf will be the indicator if they can apply their sounds in their reading.	All KS1 and EYFS staff.	L & S training
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Total budgeted cost					£25,660
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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 implementation?
To raise self-esteem and confidence	Hampshire New Arrivals Ambassadors Training for PP children in KS2 and KS1.	Children with higher self-esteem are more likely to make progress.	Experienced teacher to lead this training based on Hampshire's training resources for half a term on a weekly basis.	BV	Summer Term
To raise self-esteem and confidence	Clean Air Project and Modeshift Stars programme for Y56 PP children	Children with higher self-esteem are more likely to make progress.	Experienced teacher to lead the group which will be an extra-curricular activity in Spring term 2018	BV	Summer term
Children will develop gross motor skills, resilience and positive attitudes to learning. Characteristics of effective learning.	Forest School for all EYFS children for a 6 week programme.	A high proportion of children enter our school with poor gross motor skills and low confidence. Many children lack the characteristics of effective learners.	Forest school lead in small groups alongside experienced staff who know the children well in school.	AR ST	After the 6 week programme (Summer)

<p>All PP children to achieve GLD at the end of EYFS.</p>	<p>All children to receive Language Links assessment at the beginning of Autumn Term. Language Links Interventions are then used where needed. All children are DEST screened, Children to then receive the Sidney intervention if needed. Many children are below national average in their language, gross motor and number. Children receive the following interventions in Year R: Nursery Narrative, Mr Tongue, Dough gym, 5 Minute Box, Number Box, SALT, Funky Fingers.</p>	<p>Many of our children enter school lacking these important skills.</p>	<p>Regular discussions between teachers and TAs to ensure programmes are effective and children are making expected progress.</p>	<p>AR ST EYFS Staff</p>	<p>Programmes usually last between 6 - 10 weeks and staff need to be trained.</p>
<p>To raise self-esteem and ensure children are more emotionally articulate thus promoting positive learning behaviours.</p>	<p>1:1 targeted support. Group for forces children prior and during deployments to offer emotional support</p>	<p>Targeted ELSA intervention often following teacher referrals. Lunchtime club</p>	<p>SENCo and ELSA will liaise with teacher and TA on a regular basis.</p>	<p>SENCo and ELSA</p>	<p>Every 6- 8 weeks depending on the child. At the end of deployments</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£27,960</p>

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 implementation?
For all PP children to have a range of experiences	Subsidised residential trips for LAC/PP	LAC/PP lack experiences which build resilience and other skills needed.	Year leaders will work with parents and office staff to ensure all children attend the residential trips where possible and PP children receive funding if this is an issue.	Year Leaders GW	After each residential
All PP children to receive a book to encourage reading.	Once a year during National Book Week, children receive £10 book voucher.	To increase the enjoyment and attainment in reading by exposing children to different, good quality texts.	Teachers and English lead will encourage children to buy high quality texts which will interest them.	GW All teaching staff	
Total budgeted cost					Up to £5000

5. Review of expenditure	
Previous Academic Year	2016 - 2017
Total number on roll: 314	
Total number of FSM currently: 24 (8% of total)	
Total number of FSM pupils (Ever 6): £51,480.00	
Total number of service pupils: £3,600	
Total number of LAC and post LAC 4: £7,700	
Total amount of PP actually received April 2016: £64,020.00	
6. Additional detail	