



Pupil Premium Expenditure September 2020 to July 2021

The Pupil Premium is a Government initiative designed to address the under-achievement of our most disadvantaged children, nominally those who are (or have been) eligible for free school meals (FSM), or are looked after by the Local Authority. It is up to schools to decide how best to use this additional funding, however, they must report how it is used to parents in a transparent manner, and evaluate its impact on pupils eligible for free school meals. At Redscope Primary School, we will be tracking the 'narrowing of the gap' between all pupils including children eligible for FSM. While the number of pupils receiving free school meals determines the funding for a specific school, this should be regarded as a 'proxy indicator', as schools are required to narrow any attainment gap by addressing the under-achievement of any cohort or group of pupils. Pupil Premium funding for Redscope Primary School will be used to address the under-achievement of any pupil, not just those who attract specific funding.

There is now an additional amount of £111.30 per term received for eligible 3-4 year olds.

Number of Pupils and Pupil Premium Grant Received (PPG)	
Total number of pupils on roll (Including early years)	461
Total number of pupils eligible for PPG January 2020 Census	134
Amount of PPG received per pupil	£1345
Total Amount of PPG received Financial Year 20-21	£180,230
Total Amount of PPG received Financial Year 20-21 Incl. Post LAC & Service.	£187,575
Total amount of PPG received Financial Year 2019-20	£175,560
Total amount of PPG received Financial Year 2019-20 Incl. Post LAC & Service	£180,760
Total amount of PPG received Financial Year 2018-2019	£194,040
Total amount of PPG received Financial year 2017-2018	£199,320

There were no SATs, Early learning Goals or National Attainment Markers due to the National Lockdown and pandemic. All data has been removed as it does not relate explicitly to these pupils.

Whilst we did have a lockdown, most of our Pupil Premium money is spent on staffing and so the money was still used.

Principles

We want to support our children by removing barriers that have in the past had a major effect on their learning.

- We will ensure that teaching and learning opportunities meet the needs of all pupils.
- We will ensure that appropriate provision is made for all pupils who belong to vulnerable groups.
- We will recognise that not all pupils who are socially disadvantaged are registered for free school meals and therefore reserve the right to use pupil premium funding to support any pupil or groups of pupils who we have legitimately identified as being socially disadvantaged.

Persons Responsible – Mrs A Bradbury and Mrs S Walpole

Nominated Pupil Premium Governor – Mr Mike Firth

Aims

All our strategies administered through our pupil premium funding has the child at the centre of the approach.

We plan to accelerate each pupil's progress in order to ensure that pupil premium children are performing on a par with their peers.

Ultimately, this will result in the school narrowing the attainment gap when comparing cohorts to local and nationally expected figures.

Barriers to Future Learning (for pupils eligible for Pupil Premium Funding)

New arrivals to school with significant social and emotional issues. There are a growing number of vulnerable children with significant SEMH needs.

Attendance needs to improve further.

We need to ensure that the basic needs of all our children are met. Children enter EYFS with very low language skills.

External Barriers

Some parents still not able to support their children with home learning.

Desired Outcomes

80+% of children at expected standard and are KS3 ready.

Increased number of disadvantaged children at national expectation and at greater depth.

Pupil Premium children continue to make accelerated progress from their baseline.

Planned expenditure

• Academic year 2020-21

The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

1. Quality Teaching for all – Universal entitlement

Intended outcome	Action	Estimated impact	Lessons learned (and whether will continue this approach)	Cost	Staff lead
<p>To continue to raise standards in basic skills and support in raising standards further in reading comprehension, writing, SPaG and mathematics.</p>	<p>Disadvantaged pupils identified on EMAG system. Staff aware of disadvantaged pupils within their class.</p> <p>Use FFT targets set to track and monitor progress and attainment to ensure children do not fall behind.</p> <p>Formative EMAG data and PIRA/PUMA scores used to form progress and attainment judgments and feed forward into teaching.</p> <p>Adjusted timetable to enable two 20 minute intervention sessions every day for English and Maths, as necessary. All children accessing at least one session, relevant to their needs. For COVID bubble purposes this has been kept within the classroom.</p> <p>Children who are falling behind will access additional classroom strategies to support reading comprehension development.</p> <p>Children who are falling behind in mathematics will access bespoke intervention including</p>	<p>- Pupils will make accelerated progress on their individual flight paths towards reaching individual targets.</p> <p>- Increase in the individual number of MAG statements ticked off. Planning indicates that areas of weakness from PIRA/PUMA are addressed.</p>	<p><i>Reviewed on a half-termly basis and interventions change according to the needs of children identified during Pupil Progress meetings.</i></p> <p><i>In 2019-20 this was adjusted to 3 x weekly sessions for literacy intervention and 4 x weekly sessions for maths intervention due to the needs of the children.</i></p>	<p>£35,422</p>	<p>AB, SW All teachers responsible -</p>

	<p>Progress to be measured through Pupil Progress meeting reports and MAGs.</p> <p>SLT (SW) to support (1 day per week) Y6 groups and bespoke teacher development. Limited due to COVID.</p>				
<p>To boost teaching of reading with particular reference to a) early reading b) phonics and c)inference within the sphere of comprehension and for additional bespoke comprehension work.</p>	<p>Release literacy coordinators to complete lesson drop ins and work scrutiny alongside SLT.</p> <p>Coordinators to plan and deliver staff CPD based on needs and check that staff are following what has been said.</p> <p>Coordinators to attend training and disseminate back to staff.</p>	<p>Reading Comprehension is a core skill. Metacognition research shows that students who are good at monitoring their comprehension know when they understand what they read and when they do not. Specific training done around inference and vocabulary- weaker areas identified in the test analysis.</p> <p>Improved outcomes in all year groups is reflected in termly analysis by SLT and Governors</p>	<p>CPD given. September – December then Summer Term indicated progress and staff support of the approach.</p> <p>4 x SLT 8 management days</p>	£7,152	SW, NM, SD, ET
<p>Increased emphasis on desired outcomes not activity completion for TAs</p>	<p>TAs to have 15 minutes daily to discuss planning for day with class teacher.</p> <p>Increase TA hours so that 24 tasks are taken out of morning learning. All TA staff now supporting Literacy and Numeracy.</p> <p>Staff training around learning process rather than outcomes.</p>	<p>All TA staff are supporting learning in all classes.</p> <p>All TA staff to be focused in raising attainment by pre learning or over learning activities with children each day.</p> <p>Allocated time for children to reflect on feedback . Children provided with greater opportunity to reflect on feedback, practice skills and apply new knowledge.</p>	<p>Increase in TA hours trialed and then approved by Finance Committee of Governing Body</p> <p>Due to COVID and staggering the start of the school day, some of this has been absorbed by the staggered approach. This has been essential for the smooth running of school.</p>	£10,150	Phase leaders GB, NM, SW

2. Targeted support

Action	Intended outcome	Estimated impact	Lessons learned (and whether you will continue this approach)	Cost	Staff lead
<p>To tutor individual children or groups of children within each year group</p>	<p>To 'close the gap', in terms of attainment and progress, in Reading, Writing and Mathematics across the Curriculum Programme,</p> <p>1. Extended focus on Early Intervention in phonic development in Key Stage One. 2. Extra support for Y6 pupils in preparation for end of Key Stage 2 assessments. 3. Additional interventions throughout KS2 – Rainbow Readers, PAT, Teodorescu, including HLTA linked to SENCo - 16 hours</p>	<p>Identified children achieve their aspirational end of year targets.</p> <p>Governing body to monitor impact on a termly basis through EMAG data and pupil progress meetings</p> <p>SW (1/2 day per week assessment) FFT system set up.</p> <p>2020 GLD Communication and Language -77%</p> <p>Target for KS1 Phonics – 80%</p> <p>Individual flight paths set for individual pupils and challenging targets set and reviewed in Pupil Progress Meetings.</p> <p>Gap between vulnerable groups is closing and all pupils, particularly high attaining pupils, continue on their projected “flight path” or accelerate it.</p>	<p>Action Research and EFF toolkit and case studies to determine appropriate approaches.</p> <p>Due to the bubble situation, this has happened within bubbles with HLTAs/ additional staff placed across year groups to offer extra support.</p> <p>WS – Y5/6 GF- Y3/4 AF- Y/2</p> <p>Due to the additional lockdown targets have not been met but children have made significant progress from Spring Term assessment.</p>	<p>£35,184</p>	<p>GB,NM,AB,EN</p>

<p>Due to low language skills of pupils entering EYFS, professional support of Speech and Language Therapist and intervention support assistant bought in to EYFS.</p>	<p>Qualified Speech and Language Therapist bought in and employed for 1 day per fortnight and a Speech Therapy support assistant employed 30 hours per week.</p> <p>Training and supporting staff with strategies to build vocabulary and to support individual pupils with bespoke SALT programmes.</p>	<p>GLD in 2019 - 74%</p> <p>GLD target in 2020 – 78%</p> <p>Exit data and termly Language Lead Report shows that pupils are closing the gap and are closer to their peers.</p>	<p>Tried in 2017-2018 and successful.</p> <p>Support has had to be targeted per year group per term to minimize contact within bubbles. In the Summer 2 term, we have returned to a normal model.</p>	<p>£23,848</p>	<p>HN, DH, ET,GB</p>
<p>To reduce pupil:staff ratios in EYFS to support our youngest children</p>	<p>To support specific groups of children and enable class teacher to undertake focussed intervention additional time in FS2 for HLTA staff member each morning.</p>	<p>GLD in 2019 - 74%</p> <p>GLD target in 2020 – 78%</p>	<p>In Autumn 2021, additional staff (RB,) have been allocated to Foundation Stage 2 to aid the children settling back into school.</p>	<p>£13,447</p>	<p>GB</p>

<p>In order to close the attainment gap and progress of our very vulnerable students, ensure that the basic needs of all children are met.</p>	<p>Revised role of Attendance Officer, 16 hours. Attendance Officer to work closely with Family Liaison Coordinators to improve attendance.</p> <p>Work with Early Help – Monthly meetings to discuss families being supported, including at Attendance Panel Meetings</p> <p>Materials sourced to explain impact of absence on outcomes for pupils.</p> <p>Review of reward system for good attendance – Parental engagement of target families improved</p> <p>SEN support assistant employed 2 days per week to ensure that children have appropriate targets, process referrals and ensure that vulnerable children’s needs are met.</p> <p>Re-designation of role of 2x Family Liaison Coordinators to support increased safeguarding issues of our vulnerable families</p> <p>Inclusion Manager appointed to support children with SEMH needs, including LAC needs (Costs currently offset by bespoke funding from SEN and Virtual School)</p>	<p>Weekly monitoring of Attendance</p> <p>Analysis of attendance data, looking at trends and PA category in detail in order to challenge parents</p> <p>Attendance data linked to SIMs, triggers for letters, ensuring meet legal requirements</p> <p>Understanding of types of absence and expectations- SLT, all Staff, parents (children)</p> <p>Tiered reward system Termly attendance awards</p> <p>Attendance Target 2019-20 is 96%</p> <p>Effective safeguarding arrangements for all families. Decrease in Child Protection Cases, with families supported within school or through Early Help referral and support, (school as Lead, where appropriate.)</p> <p>CPOMs used effectively to document information from multi-agency meetings.</p> <p>Vulnerable Children and their families have access to the correct range of multi-agency services to meet their needs.</p> <p>Safeguarding Audit shared with Governors in Summer Term and Annual LAC Report also shared.</p>	<p>Linked to DEP Priority for School Improvement Plan.</p> <p>Ongoing. Problems around children isolating, covid anxiety for families, periods of isolation that have been repeated. Attendance not statutory for a period of the year. Schools asked not to report attendance in end of year reports.</p>	<p>£7,705</p> <p>£2760</p> <p>£6704</p> <p>£47,353</p> <p>£895</p>	<p>AB, KH,AT,DM, GF</p>
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Total spend: £190,620

3. Other approaches

Action	Intended outcome	Estimated impact	Lessons learned (and whether you will continue this approach)	Cost	Staff lead
To encourage parental engagement through the opportunity to share children's learning at exhibitions, finales and workshops	<p>Family Learning workshops supported by CLC. Finale resources (£800)</p> <p>Cafes for all (Training, release time, resources £209)</p> <p>Parents offered opportunity to attend sessions to share children's learning and participate in family workshop</p> <p>Parents offered opportunity to be part of workshops in cafes for all initiative to support their child's learning.</p> <p>Reading FS2 2 teachers 2hpw.</p> <p>Phonics Y1 & Y2 2 teachers 2hpw.</p> <p>Y6 3 teachers 3hpw</p>	<p>Increased parental engagement in school activities.</p> <p>Parents will have a greater understanding of their children's learning and will be more able to support at home.</p>	<p>Worked well in 2018-19 and encouraged parents to work with school.</p> <p>Worked in the early part of 19-20.</p> <p>Due to covid and restrictions on visitors to school, this will be paused for 20-21. However, it is a strategy that the school will resume.</p> <p>Extended to cafes for all training in 2021-22</p>	<p>Paused cost – not counted in report</p> <p>£2,400</p> <p>£209</p> <p>£2,968</p>	LR
Total spend:				£5,577	