



## Pupil Premium Statement 2019/2020



1. Summary Information					
<b>School</b>	Redhill primary School			<b>Start Date</b>	September 2019
<b>Academic year</b>	2019/20	<b>Total PP budget</b>	£86,240 (September - March)	<b>Date of most recent PP review</b>	September 2019
<b>Total number of pupils</b>	172	<b>Number of pupils eligible for PP</b>	112	<b>Date for next internal review of this strategy</b>	July 2019

<b>Historic Summary</b>	2016/17	2017/18	2018/19	2019/20 Sept- March	Predicted 2019/20 April - July
Total number of pupils on roll	188	173	181	172	172
Total number of pupils eligible for PP	103	116	125	112	112
Total % of pupils eligible for PP	55%	67%	69%	68%	68%
Total amount received for PP	£135,960	£153,120	£165,000	86,240	49,280
				£135,520	

<b>Year group</b>	<b>Number of PP and class %</b>	
Reception	8	38%
Year 1	15	65%
Year 2	16	67%
Year 3	20	80%
Year 4	16	61%
Year 5	20	74%
Year 6	17	65%
Number on Roll <b>172</b> (excluding nursery)	112	68%

**Previously identified barriers to future attainment**

<b>In-school barriers</b>			
<b>A</b>	Writing progress of pupil premium children in KS2.		
<b>B</b>	Reading attainment of pupil premium children in KS1 and KS2 to ensure the gap closes between their reading age and chronological age.		
<b>C</b>	Multiplication knowledge and retention		
<b>D</b>	Phonics - progress and attainment of pupil premium in KS1		
<b>E</b>	Pupil emotional well-being		
<b>F</b>	Communication Language and Literacy in EYFS		
<b>G</b>	Parental support for improve home learning capacity and attainment in reading, writing and maths.		
<b>H</b>	Behaviour, SEND, curriculum updates (Staff CPD)		
<b>I</b>	Providing our pupils with a broad and balanced curriculum.		
<b>External barriers</b>			
<b>J</b>	Limited life experiences of low income families		
<b>K</b>	Low attendance for Pupil Premium Families.		
<b>L</b>	Low income families and working parents		
<b>2. Desired outcomes.</b>		<b>RAG</b>	<b>RAG</b>
	<i>Desired outcomes and how they will be measured</i>	<b>Feb 2020</b>	<b>July 2020</b>
<b>A</b>	To improve writing progress for pupil premium children in children in KS2.		
<b>B</b>	Children in KS1 and KS2 to make accelerated progress in reading. Data will identify that a higher percentage of pupil premium children will have a reading age closer to their chronological age.		
<b>C</b>	Pupil premium children will improve their knowledge of multiplication tables and be able to apply these skills within mathematics. Data in year 4 will identify a higher percentage of pupil premium children achieving ARE in their multiplication tests in comparison to their baseline (September 2019). Pupil premium children in other year groups will achieve ARE in line with Redhill's long-term plan based around multiplication tables		
<b>D</b>	Pupil premium children in KS1 will make accelerated progress in phonics. Data will identify that a high percentage of pupils will achieve in their phonics screening. Year 2 retakes will make accelerated progress to close the gap in phonics so that they can achieve closer to ARE.		
<b>E</b>	Pupil Premium children (identified as having issues relating to social and emotional aspects of learning) make progress towards identified targets (evidenced in IEPs).		
<b>F</b>	Targeted children to make accelerated progress within data to help close the gap in ARE.		
<b>G</b>	The % of pupil premium children reaching the expected level in reading and writing by the end of EYFS to improve. Children make accelerated progress based on their entry data.		
<b>H</b>	Pupils premium children make improvements in progress in reading, writing and maths as parents have a better knowledge of how to support their children at home.		

<b>I</b>	Reduce the number of Pupil premium children rated 0-2 from Redhill's behaviour baseline to ensure that pupils are ready to learn.		
<b>J</b>	Pupils will		
<b>K</b>	Children will have access to trips and other enrichment activities, which broadens life experiences, and in turn improve their access to the curriculum. The children will complete their Redhill passport activities.		
<b>L</b>	Pupil premium attendance to be above 95% and target pupils to come off the persistent absence list.		
<b>M</b>	All pupil premium children will be fed breakfast if required. Financial support is offered where needed to ensure the basic needs if pupils are met.		

<b>How the money will be spent</b>			
<b>Area of Need</b>	<b>Action/Approach</b>	<b>Cost</b>	<b>Desired Outcome</b>
<b>A</b> - Writing progress of pupil premium children in KS2.	<ul style="list-style-type: none"> <li>□ Resources (espresso)</li> <li>• Revision 10 in 10 resources for KS2</li> <li>□ English Lead to work with KS2 pupils.</li> <li>□ Learning sequence interventions - TL/OB/BH 2.5 hours</li> </ul>	<ul style="list-style-type: none"> <li>= £1000</li> <li>= £1000</li> <li>=£589</li> <li>=£1,618</li> </ul>	<ul style="list-style-type: none"> <li>□ Pupil premium children will make accelerated progress in writing.</li> <li>□ Gaps in learning to be identified and the foundations of knowledge will be put into place to help close the gap.</li> </ul>
<b>A</b> - Writing progress of Greater Depth pupil premium children in KS2.	<ul style="list-style-type: none"> <li>□ Gifted and talented workshops</li> </ul>	<ul style="list-style-type: none"> <li>= £500</li> </ul>	<ul style="list-style-type: none"> <li>□ Pupil premium children working at ARE+ and GD to achieve GD in 1 or more areas.</li> </ul>
<b>B</b> - Reading attainment of pupil premium children in KS1 and KS2 to ensure the gap closes between their reading age and chronological age.	<ul style="list-style-type: none"> <li>□ <u>Reading intervention</u></li> <li>1:1 daily reading (working below chronological age).</li> <li>1:1 3 x week reading</li> <li>1:1 Weekly Reading</li> <li>□ Nesy Reading intervention</li> <li>□ Accelerated Reader</li> </ul>	<ul style="list-style-type: none"> <li>66 chn = £477 per week</li> <li>27 weeks = £12,867</li> <li>25 chn = £226 per week</li> <li>27 weeks = £6,086</li> <li>13 chn = £16.77 per week</li> <li>27 weeks = £453</li> <li>= £19,406</li> <li>= £298</li> <li>= £1289</li> </ul>	<ul style="list-style-type: none"> <li>□ Pupils will make accelerated progress in reading so that their reading age matches with their chronological age and GD pupils continue to make accelerated progress.</li> <li>□ Pupils develop a sense of autonomy and pupils complete comprehension quizzes to encourage home reading and exposure to a range of fiction and non-fiction texts.</li> </ul>
<b>C</b> - Multiplication knowledge and retention	<ul style="list-style-type: none"> <li>□ TT Rockstars</li> <li>□ Maths lead to take a group of target year 4 x8 pupils to complete boosters 25 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>= £94</li> <li>= £590</li> </ul>	<ul style="list-style-type: none"> <li>□ The % of year 4 pupils to achieve ARE within the multiplication screening improves.</li> </ul>

	<ul style="list-style-type: none"> <li>□ Staff CPD on multiplication tables (Power Maths)</li> </ul>	= <b>£3610</b>	<ul style="list-style-type: none"> <li>□ Pupils have improved knowledge of their multiplication facts in KS1 and KS2</li> <li>□ Pupils build their foundational knowledge through fast learning techniques.</li> <li>□ Staff have a clear understanding of strategies they can use to teach multiplication tables.</li> <li>□ Pupils are challenged to use their multiplication knowledge while reasoning and problem solving.</li> </ul>
<b>D</b> - Phonics - progress and attainment of pupil premium in KS1	<p><u>First quality teaching</u></p> <ul style="list-style-type: none"> <li>□ Changes made to the structure of writing lessons in Y1 to focus on the development of phonic skills RWI. □ Extra staff members so that pupils learn in smaller groups.</li> <li>□ Year 2 pupils continue RWI phonics for 9 weeks to revisit set 2 sounds.</li> <li>□ Extra staff members so that pupils learn in smaller groups.</li> <li>□ Nesy - hairy phonics 6 x Y2</li> <li>□ 1:1 phonics x 9 pupils</li> <li>□ Staff RWI CPD</li> </ul>	<p>= <b>£2138</b></p> <p>= <b>£306</b></p> <p>= <b>£60</b></p> <p>= <b>£1605</b></p> <p>= <b>£780</b></p>	<ul style="list-style-type: none"> <li>□ Our phonics target data stays in line with national and builds on last year - to keep our attainment high pupils need to make accelerated progress. KS1 children have a better understanding of the application of set 1-3 sounds in their writing.</li> <li>□ Small groups support pupil progress and attainment.</li> <li>□ 1:1 phonics helps pupils make rapid progress to improve their attainment. Pupils can</li> </ul>
<b>E</b> - Pupil emotional well-being	<ul style="list-style-type: none"> <li>□ AC pastoral worker</li> </ul>	= <b>£3,849</b>	<ul style="list-style-type: none"> <li>□ Children will have their social and emotional needs met, enabling them to better access the academic curriculum.</li> <li>The correct agencies and interventions can be put into place to meet individual need.</li> </ul>
<b>E</b> - Pupil emotional well-being. We have a high % of pupils who require addition support linking to historical trauma	<ul style="list-style-type: none"> <li>□ Additional DDSL</li> </ul>	= <b>£2106</b>	<ul style="list-style-type: none"> <li>□ Policies and procedures linking to safeguarding are up to date with the latest information. Level 2/3 Safeguarding training prepares staff</li> </ul>

			for all eventualities. Pupils needs are recorded and tracked to ensure the correct agencies are involved to keep children safe.
<b>F</b> - Communication Language and Literacy in EYFS	First quality teaching. Extra qualified member of staff to complete weekly interventions that focus on reading and writing - 3 hours. Extra qualified teacher.	= <b>£895</b>  = <b>£10,073</b>	□ The % of pupil premium children reaching the expected level in reading and writing by the end of EYFS to be sustained/improved. Pupils to make accelerated progress to reach national standards.
<b>G</b> -Parental support for improve home learning capacity and attainment in reading, writing and maths. We must provide our parents with support to be able to	HG SENCo EYFS parental support. Parental support workshops.	= <b>£1877</b> = <b>£840</b> = <b>£305</b>	□ The support for parents to help support their children at home is imperative to help pupils achieve ARE outcomes and accelerated progress in EYFS, KS1 and KS2.
<b>H</b> - SEND time to co-ordinate the support for pupil premium children who have special education/emotional needs.	HG SENCo	= <b>£5473</b>	□ Pupil Premium students with SEND to make progress based on their individual needs. Parental support for pupil premium children with SEND will empower our parents to support their children at home based on their individual needs.
<b>H</b> - Behaviour curriculum updates (Staff CPD)	Pivotal CPD The Little Bridge Behavioural Centre Littleton Green alternative provision Successful supervisors	= <b>£965</b> = <b>£1500</b> = <b>£1000</b>	□ Reduce the number of pupils rated 0-2 from Redhill's behaviour baseline.
<b>H</b> - A small number of pupils, who don't have an EHCP, require additional support.	Small groups of pupils receiving behaviour support in the classroom.		□ Pupil premium children will be able to access learning in the classroom independently and abide by our school rule - Ready, Respectful, Safe.
<b>I</b> - Broadening the curriculum	Unicef Votes 4 schools Curriculum resources <b><u>Staff CPD resources</u></b> Extra management time (curriculum) Curriculum resources	= <b>£223</b> = <b>£500</b> = <b>£560</b>  = <b>£1643</b> = <b>£1445</b>	□ Our pupils are exposed to a gbroad and balanced curriculum that is purposeful and well resources. □ Teacher CPD directly impacts of attainment of progress of pupils in all areas.

	Aspire Middle Leaders CPD	= <b>£3938</b>	□ Middle leaders are developed to build on their knowledge to create their vision for their own curriculum area.
<b>J</b> - Pupils will have access to trips and other enrichment activities.	Subsidised educational visits. Performing arts workshops Pantomime	= <b>£1200</b> = <b>£1570</b> = <b>£760</b>	□ Pupils will have full access to a wide range of opportunities in order to enrich life experiences as well as giving learning opportunities.
<b>J</b> - Pupils will have access to residential trips	Subsidised Outdoor education centre	= <b>£500</b>	□ Pupil premium pupils to have access to outdoor education residential to enrich their curriculum and remove potential cost barrier.
<b>K</b> - Low attendance for Pupil Premium Families.	Late checks MH Home visits - AC+ Attendance meetings/intervention Attendance passports and analysis. Walking bus Breakfast club	= <b>£306</b> = <b>£1283</b> = <b>£238</b>  = <b>£2071</b> = <b>£2071</b>	□ Number of persistent absences to be maintained/ reduced. □ Data analysed by LB to identify individuals/families in need to attendance meetings/intervention □ Pupils arrive to school on time and have somewhere they can come in the mornings if required. Pupils have breakfast which improves learning outcomes.
<b>L</b> - Supporting low-income families to meet the basic needs of their children.	Toast Fruit Milk Misc - we estimate a small budget of additional financial support that is needed to help meet the basic needs of our pupils. This is for: clothing, school jumpers, bedding, food can be	= <b>£939</b> = <b>£660</b> = <b>£2567</b>	□ All of our pupils have their basic needs met so that they are ready to learn. Pupils are fed daily and we provide breakfast for those who require it.