



# REDHILL PRIMARY SCHOOL

## Pupil Premium Strategy

September – March 2020-2021



### 1. Summary Information

<b>School</b>	Redhill Primary School			<b>Start Date</b>	September 2020
<b>Academic year</b>	2020/21	<b>Total PP budget</b>	£83,163 (September - March)	<b>Date of most recent PP review</b>	March 2020
<b>Total number of pupils</b>	185	<b>Number of pupils eligible for PP (September 2020)</b>	119	<b>Date for next internal review of this strategy</b>	March 2021

Historic Summary	2016/17	2017/18	2018/19	2019/20	2020/21	Est March - Aug 2020/21
Total number of pupils on roll	188	173	181	172	185	185
Total number of pupils eligible for PP	103	116	125	112	119	119
Total % of pupils eligible for PP	55%	67%	69%	68%	64%	64%
Total amount received for PP	£135,960	£153,120	£165,000	£135,520	£83,163	£66,690
					£160,055 - £10,202 clawback Sept-Mar = £149,853	

Year group	Number of PP and class %
Reception	12 48%
Year 1	12 57%
Year 2	17 65%
Year 3	21 72%
Year 4	18 72%
Year 5	16 55%
Year 6	23 77%
No' on Roll Rec - Y6	185

Current Attainment Whole School (Feb '20 Data) At that point of the year.		
	Pupils eligible for PP (119)	Pupils not eligible for PP (66)
% achieving ARE or above in reading	Teacher assessment - 51%	Teacher assessment - 54%
% achieving ARE or above in writing	Teacher assessment - 47%	Teacher assessment - 50%
% achieving ARE or above in maths	Teacher assessment - 52%	Teacher assessment - 27%

Current Attainment Whole School (September '20 Data - baseline.)		
	Pupils eligible for PP (119)	Pupils not eligible for PP (66)
% achieving ARE or above in reading	Teacher assessment - 36%	Teacher assessment - 52%
% achieving ARE or above in writing	Teacher assessment - 47% out of 41 chn	Teacher assessment - 17% out of 30 chn
% achieving ARE or above in maths	Teacher assessment - 28%	Teacher assessment - 45%

### Previously identified barriers to future attainment

#### In-school barriers

<b>A</b>	Writing attainment - limited knowledge and skills of grammatical features. Limited vocabulary & lack of access to SaLT.
<b>B</b>	Reading attainment of pupil premium children in KS1 and KS2 to narrow the gap between their reading age and chronological age.
<b>C</b>	Phonics - progress and attainment of pupil premium in KS1
<b>D</b>	Maths attainment and progress - arithmetic knowledge retention.
<b>E</b>	The increased % of pupil premium children with additional needs.
<b>F</b>	Social, emotional and behavioural problems affecting well-being and progress.

#### External barriers

<b>G</b>	Low attendance and punctuality for Pupil Premium families.
<b>H</b>	Availability of funds to purchase essential items or experiences for families.
<b>I</b>	Poor home learning environments e.g. lack of support in reading/breakfast/homework/having the right resources for the curriculum.
<b>J</b>	Parents have limited understanding of how to support their children.

	Desired outcomes	Success Criteria/Desired Impact	RAG
		What impact can we expect to see as a result of our desired outcomes?	March 2021
A	<ul style="list-style-type: none"> <li>To improve writing attainment for pupil premium children in KS2 by secure quality first teaching for disadvantaged pupils in writing.</li> <li>Specific needs in English are identified in each year group and pupils are identified who require additional support either 1:1 or in small groups.</li> <li>Disadvantaged pupils with under developed language receive targeted intervention to accelerate progress.</li> </ul>	<ul style="list-style-type: none"> <li>Combined reading, writing and mathematics outcomes of disadvantaged pupils for 2021 are improved from their predicted combines result are improved.</li> <li>Children who receive targeted interventions to make accelerated progress from their starting point.</li> </ul>	
	<p><b>Impact:</b>  All KS1 ARE children attendance is above 95.5% for Autumn term. Children who are not working at ARE have a mean attendance is 87%. In addition to the lower attendance, some children having x codes amounting to up to 90 sessions (45 days remote learning at home) and one child attendance who appears to be 97.22% has in fact had 3 weeks (30 x codes) working from home suggesting that attendance could be a viable reasons for the working towards attainment or below.  We will continue to address this within the pupil premium strategy April - April 2021-2022.</p>		
B	<ul style="list-style-type: none"> <li>RAG rated interventions are in place for daily, 3x week &amp; weekly reading interventions.</li> <li>Targeted support for Teachers and TA's supports first quality teaching of reading.</li> <li>Accelerated reader platform is used.</li> <li>MyOn is used to support remote learning.</li> <li>Remote reading interventions for pupil premium children are in place - Nessy.</li> </ul>	<ul style="list-style-type: none"> <li>Children in KS1 and KS2 to make progress in reading attainment. Data will identify that a higher percentage of pupil premium children will have a reading age closer to their chronological age.</li> <li>Parents will have the ability to support their children at home with their reading through the use of remote teaching programmes.</li> </ul>	
	<p><b>Impact:</b> All reading interventions have continued to take place during the Autumn term in a COVID secure environment using screens to mitigate against the virus.  Extra CPD has been provide as a refresher for TAs and Teachers and individualised reading working on reading comprehension skills and improving oral fluency. CPD has also been provided to staff on the use of MyOn as a reading tool to be used in school.  Myon is used as a home reading tool for pupils. There has been a significant increase in the participation of online reading and reading at home. From September 2019 to February 2020 pupils had read 1.3 million words as a whole school collective using our AR reading platform in comparison to 5.62 million words read between September 2020 and February 2021 using MyOn indicating that pupils are reading 5 times as much as they were from this time last year.</p>		

C	<ul style="list-style-type: none"> <li>Up to date phonics CPD is provided for all relevant staff teaching pupils RWI.</li> <li>Small groupings are used for the teaching of RWI - resulting in extra staff members.</li> <li>Year 2 pupils are provided with extra interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils phonetical knowledge in Reception, year 1 and year 2 is rapidly built upon and applied within reading and writing skills.</li> <li>The number of phonetical sounds pupils know improves from their initial starting point in September.</li> <li>The number of pupil premium pupils in year 1 &amp; 2 passing the phonics screening is in line with National.</li> </ul>																
<p><b>Impact:</b> 59% of pupil premium children in year 2 recalled enough sounds in in December 2020- against 78% on non -disadvantaged.</p> <table border="1" data-bbox="185 475 1948 627"> <thead> <tr> <th colspan="5">% of pupils in year 2 who have increased their phonics score by amount of sounds.</th> </tr> <tr> <th>+ 0-5 sounds</th> <th>+ 6-11 sounds</th> <th>+12-17 sounds</th> <th>+18-23 sounds</th> <th>+24-29 sounds</th> </tr> </thead> <tbody> <tr> <td>3 children 18%</td> <td>5 children 29%</td> <td>5 children 29%</td> <td>3 children 18%</td> <td>1 child 6%</td> </tr> </tbody> </table> <p>62.5% (10 pupils) of the pupil premium children scored 32 + sounds in December 2020. 2 of the 3 children who have not improved their scores by 6+ are SEND. One of the two attendance was 83.3% for the autumn term with 32 sessions (3 weeks) on an x code. Pupils phonetical knowledge in Reception, year 1 and year 2 is rapidly built upon and applied within reading and writing skills - although the impact is yet to be significant in writing.</p>				% of pupils in year 2 who have increased their phonics score by amount of sounds.					+ 0-5 sounds	+ 6-11 sounds	+12-17 sounds	+18-23 sounds	+24-29 sounds	3 children 18%	5 children 29%	5 children 29%	3 children 18%	1 child 6%
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D	<ul style="list-style-type: none"> <li>Targeted interventions are provided for pupil premium children who require additional support.</li> <li>Additional resources for remote learning are provided for pupils to support home learning.</li> <li>Tackling Tables is closely led and monitored by leaders to ensure this fundamental mathematical knowledge is improving.</li> <li>Ongoing staff CPD is provided as we move away from the use of Power Maths.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil premium children will improve their knowledge of multiplication tables and be able to apply these skills within mathematics.</li> <li>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 2020). Due to COVID, this hasn't happened.</li> <li>Pupil premium children will make significant progress in mathematics from their September 2020 starting point.</li> </ul>																
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E	<ul style="list-style-type: none"> <li>SEND time to coordinate the support for pupil premium children who have special education/emotional needs is in place.</li> <li>Parents with children who have SEND are supported to ensure they can provide the best support for the children at home.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure pupils premium children with additional needs meet their personal targets stated within their PLPs.</li> <li>Pupil Premium pupils with SEND to make progress based on their individual needs in the core subjects.</li> </ul>	PLP impact to be included															

	<ul style="list-style-type: none"> <li>Increased home learning eg home learning.</li> </ul>	<ul style="list-style-type: none"> <li>Parental support for pupil premium children with SEND will empower our parents to support their children at home based on their individual needs.</li> </ul>	March 2021.			
<p><b>Impact:</b> The SENCo continues to work with parents to support SEND pupils working both at home and at school due to the COVID-19 pandemic.</p>						
<p><b>Context:</b> 23% of pupils receive SEND support September-February which is above the National Average within the whole school. 33 children are both SEND and Pupil premium - 72% of SEND pupils are PP. 28% of Pupil premium pupils are SEND.</p>						
<p><b>Reception</b></p>	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>	<p><b>Year 3</b></p>	<p><b>Year 4</b></p>	<p><b>Year 5</b></p>	<p><b>Year 6</b></p>
<p>2/6 children SEN pupils receive PP.</p>	<p>1/2 children SEN pupils receive PP.</p>	<p>7/7 children SEN pupils receive PP.</p>	<p>8/9 children SEN pupils receive PP.</p>	<p>5/7 children SEN pupils receive PP.</p>	<p>2/6 children receive PP.</p>	<p>8/9 SEN children receive PP.</p>
<p>The impact for some children has been updated February 2021.</p>						
<p>1 pupil discharged from Physio adequate support in place.</p>	<p>Reduced timetable for 1 pupils. Reasonable adjustments in place, calm down area, direct instruction.</p>	<p>Special school requested for 1 pupil.</p>	<p>Monitor impact of EP recommendations, PT spelling scaled score improved by 10 Reading scaled score is yet to improve. EHCNA agreed Feb 2021. 1 child making good progress within core subjects. EHC request to be made for 1 pupil. 1 pupil attends alternative provision.</p>	<p>1 pupil attends alternative provision.</p>		
<p>PLP targets to be reviewed in March 2021.</p>						
F	<ul style="list-style-type: none"> <li>Targeted support across school in lessons through pastoral interventions.</li> <li>Extensive pivotal CPD is provided for all staff members in the building to support pupils with additional social and emotional needs.</li> <li>Additional mental health support provided for children so that they are ready to learn.</li> <li>Additional pastoral and safeguarding support is provided to meet the needs of our context.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils mental health is supported and managed within school through mindfulness.</li> <li>Pupil premium pupils who are rated 2 or less on our behaviour system to improve their behaviour and score - Impact data to be collected March 2021.</li> <li>Policies and procedures linking to safeguarding are up to date with the latest information. Level 2/3 Safeguarding training prepares staff for all eventualities. Pupils needs</li> </ul>				

	<ul style="list-style-type: none"> <li>Extra DDSL</li> </ul>	are recorded and tracked to ensure the correct agencies are involved to keep children safe.	
	<p><b>Impact:</b> Mindfulness has been integrated within lessons to support pupils' mental health. Staff have been supported with CPD to support and managed pupil within school through mindfulness. All policies and procedures linking to safeguarding are up to date with the latest information. All DSL and DDSLs have Level 2/3 safeguarding. Safeguarding training prepares staff for all eventualities. Increased pastoral support provides the opportunities for 1:1 sessions with children to improve wellbeing and mental health. All pupils' needs are recorded and tracked to ensure the correct agencies are involved to keep children safe on Myconcern including COVID 'lockdown profiles'.</p>		
G	<ul style="list-style-type: none"> <li>Continue to establish good attitudes towards attendance and punctuality.</li> <li>Attendance checks take place daily.</li> <li>Home visits ensure that pupils are seen on a regular basis.</li> <li>Pastoral support brings pupils to school where parents are unable to.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil premium children to ensure they attend school with an annual attendance of 95% +</li> <li>Reduce the amount of pupil premium children on the persistent absence list.</li> <li>Increase the number of pupils with an attendance of 95% +</li> </ul>	To be reviewed July 2021
	<p><b>Impact:</b> This target will be reviewed and updated July 2021 As of February 2021, attendance checks, home visits and pastoral support are all taking place. Late checks are unable to take place due to COVID restrictions- this spend has been reallocated to work pack allocation and food parcels etc. <a href="#">Attendance figures must be reviewed in light of x codes (isolation).</a></p>		
H	<ul style="list-style-type: none"> <li>Availability of funds to purchase essential items or experiences for our pupils.</li> <li>Tread - pantomime</li> </ul>	<ul style="list-style-type: none"> <li>Pupil premium children are dressed in full school uniform and full P.E kit where appropriate.</li> <li>Financial support is provided to families where necessary where pupils may require equipment to complete home learning or other essential items eg bedding.</li> <li>Enrichment activities provide wider experiences.</li> </ul>	
	<p><b>Impact:</b> Due to COVID, a new PE kit was designed and created to allow all children to attend school on PE days in kit - this was financially subsidised for specific pupils. £482 spent on Tread to provide enrichment / wider experiences. Pupil voice, "I am so pleased we saw Cinderlla as so many things have been cancelled and it made things feel normal" Y3 child.</p>		
I	<ul style="list-style-type: none"> <li>All pupil premium children are offered breakfast each morning.</li> <li>Nessy/MyOn and AR reading platforms provide pupils with a way to easily access resources.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are not coming to school without being fed and as a result are ready to learn.</li> <li><a href="#">Home learning engagement to improve and remote learning platforms to be used by disadvantaged pupils to advance progress and engagement.</a></li> </ul>	

		<ul style="list-style-type: none"> <li>Pupils are provided with the correct learning resources and equipment to ensure they can complete home learning or continue to access their learning while potentially isolating through the COVID-19 pandemic.</li> </ul>	
	<p><b>Impact:</b> Breakfast has been provided for all pupils without charge for all pupils eligible for pupil premium. Reallocation of breakfast money January - March 8<sup>th</sup> Extra resources have been created in the form of paper-based packs to support pupils engagement following the outcome of the parental survey which stated that parents find it easier to support their children at home uses paper based resources as well as online live and recorded lessons.</p>		
J	<ul style="list-style-type: none"> <li>Teaching videos are provided via Dojo and other remote learning platforms to support parents to support their pupils.</li> <li>Teachers are available to seek support from regarding home learning.</li> <li>Parents have a point of contact where needed to discuss academic achievements or to support them with social and emotional issues.</li> </ul>	<ul style="list-style-type: none"> <li>Parents are better equipped to support their children with home learning to support pupil progress.</li> <li>Home learning engagement increases.</li> </ul>	
	<p><b>Impact: See above</b> Extra home visits and support over phone has been provided as required. <b>Home visit data</b> Teachers supporting parent with home learning providing the parents with the skills to be able to support their children.</p>		

Planned expenditure					
Academic year		September 2020 - March 2021			
The headings below enable school to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Quality of teaching for all					
Barrier	Chosen action/approach	What is the evidence and rationale for this choice?	Cost	Staff Lead	When will implementation be reviewed?
A Writing attainment - limited knowledge and skills of grammatical features. Limited vocabulary & lack of access to SaLT.	• Provide additional support for 1:1 or smaller group work - interventions/ SaLT.	Smaller group work to support progress.	Intervention cost £7,151 Extra support staffing costs £4,162 Nessy £600	KA/SP	Dec 2020 March 2021

	<ul style="list-style-type: none"> <li>• Specific needs in English are identified - quality first teaching</li> <li>• Targeted language intervention</li> </ul> <p>First quality teaching in EYFS additional support.</p>	Early intervention and building on foundation knowledge will improve pupil progress.	= £11,913		
B - Reading attainment of pupil premium children in KS1 and KS2 to narrow the gap between their reading age and chronological age.	<p>RAG rated interventions. Targeted support. Accelerated reader MyOn Comprehension</p>	<p>1:1 reading to support progress. Daily reading improves oral fluency. Targeted questioning improves comprehension skills.</p>	<p>RAG interventions £22,485 AR £1,289 MyOn £650  = £24,424</p>	KA/SP/CF	<p>December 2020 February 2021</p>
C Phonics - progress and attainment of pupil premium in KS1	<ul style="list-style-type: none"> <li>• Staff CPD</li> <li>• RWI sessions smaller groupings.</li> </ul>	<p>Smaller groupings accelerates pupil progress. Daily/extra support supports the cognitive science theory.</p>	<p>RWI £6,291  = £6,291</p>	RS	<p>December 2020 February 2021</p>
D Maths attainment and progress - arithmetic knowledge retention.	<ul style="list-style-type: none"> <li>• Targeted interventions.</li> <li>• Additional resources for remote learning.</li> <li>• Tackling Tables</li> <li>• Staff CPD - first quality teaching</li> </ul>	<p>Building on foundational knowledge (multiplication) improves ability. Targeted support 1:1.</p>	<p>Teaching support/intervention £11,313 TT - £643 KA -£1,145  = £13,101</p>	DB/KA	<p>December 2020 February 2021</p>
E An increased % of pupil premium children with additional needs.	<ul style="list-style-type: none"> <li>• SEND time HG</li> <li>• Support for parents with children who have SEND.</li> <li>• Increase home learning</li> <li>• Pupils with EHCPs receive their allocated support</li> </ul>	<p>Strong partnerships with parents will impact on pupil engagement. Families who build strong relationships with school engage more. Support empowers parents to access other agencies.</p>	= £9,450	HG	March 2021

F Social, emotional and behavioural problems affecting well-being and progress.	<ul style="list-style-type: none"> <li>• Pastoral interventions.</li> <li>• Pivotal CPD</li> <li>• Additional mental health support and engagement</li> <li>• Additional pastoral and safeguarding support.</li> <li>• Additional DDSL</li> <li>• Alternative provision</li> </ul>	<p>All children have the right to an education.</p> <p>Equality of access for all pupils.</p>	<p>Pastoral £5,000</p> <p>Safeguarding £2,533</p> <p>Mental health £1,242</p> <p>= £8,775</p>	SP/AC/KA/LB/LR/RS	March 2021
G Low attendance and punctuality for Pupil Premium families.	<ul style="list-style-type: none"> <li>• Attendance checks.</li> <li>• Home visits.</li> <li>• Pastoral support.</li> <li>• Late checks.</li> <li>• Attendance meetings.</li> </ul>	Family support will ensure that trends in attendance will continue to rise.	= £2,500	AC/LB/KA	March 2021
H Availability of funds to purchase essential items or experiences for families.	<ul style="list-style-type: none"> <li>• Availability of funds to purchase essential items or experiences for families.</li> </ul>	Broadening life experiences.	<p>£500</p> <p>Tread £482</p> <p>= £982</p>	LB	March 2021
I Poor home learning environments e.g. lack of support in home learning, no breakfast, having the right resources for the curriculum.	<ul style="list-style-type: none"> <li>• Pupils offered breakfast each morning.</li> <li>• Supporting low-income families to meet the basic needs of their children.</li> </ul>	<p>Pupils need to receive breakfast to prepare their brain for learning.</p> <p>Extra provision and revision supports cognitive science and short-term memory retrieval.</p>	<p>Breakfast £672</p> <p>Staff £3,476</p> <p>= £4,148</p> <p>January-March money reallocated due to COVID</p>	LB	March 2021
J Parents have limited understanding of how to support their children.	<ul style="list-style-type: none"> <li>• Teaching videos provided.</li> <li>• Teachers availability to seek support.</li> <li>• Curriculum resources</li> </ul>	Supporting families to support their children will improve progress and attainment.	<p>Staffing costs</p> <p>= £1,579</p>	KA	March 2021

### Impact for core subjects.

Current Attainment Whole School (September '20 Data - baseline.)		December 2020		December 2020
	Pupils eligible for PP (119)		Pupils not eligible for PP (66)	

% achieving ARE or above in reading	Teacher assessment - 36%	50%	Teacher assessment - 52%	61%
% achieving ARE or above in writing	Teacher assessment - 47% out of 41 chn	38% (out of 45)	Teacher assessment - 17% out of 30 chn	42%
% achieving ARE or above in maths	Teacher assessment - 28%	39%	Teacher assessment - 45%	56%