

# Redhill Primary Academy

## Pupil premium grant expenditure: Report to parents: 2020/21

### Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	415
Total number of pupils eligible for PPG/PPG+	51
Total number of pupils eligible for PPG Service	13
Amount of PPG/PPG+/ PPG Service received per pupil	PP = £1,345 PP+ (inc. LAC) = £2,345 Service = £310
<b>Total amount of PPG/PPG+ received</b>  <b>NB. This figure will look low in comparison to how many pupils we have, but 12 of these pupils started part way through the academic year, in addition to some pupils only becoming eligible for PPG part way through the academic year and so we have not received funding for them.</b>	£64,310

### Nature of support 2020/21

Regular in house and external **CPD** for all staff to ensure that they keep abreast of changes to the curriculum and expectations, so that the needs of all pupils can be met.

*'What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes.'* Education Endowment Foundation

Non-Class Based **SENCo** supports and advises staff, ensures all support staff have the appropriate CPD to meet the needs of the intervention,

**Deputy Head** to monitor and report on the quality and impact of interventions on a termly basis. Analysis of pupil progress data to identify gaps and needs.

**Additional teacher time** (DHT and SENDco) co-ordinates the work of all teaching assistants supporting children. Also to monitor the progress children are making and work with teachers to devise programmes of work when children are not making progress.

**Teaching assistants** - Additional support time in class to enable teachers to work with groups of children who are under-achieving. Flexible grouping to meet all children's needs, regardless of ability. Groupings are regularly reviewed, at least every six weeks. Additional adults working with all ability groups to ensure that effective and constructive feedback is given during and at the end of the lesson. This gives pupils time to improve work during the main part of the lesson.

**Interventions** - Targeted intervention to support pupils who require gross and fine motor skill support. Targeted intervention for pupils who require speech and language support. Additional support staff are employed in order to work with small groups or individuals to ensure that there is targeted intervention. Interventions consist of Nuffield Early Language Intervention, Black Sheep Narrative, Beat Dyslexia, Toe by Toe, Power of Two, and specific teacher designed interventions covering individual needs. 1:1 tuition in reading employed for bottom 20% of pupils and National Tutoring Programme for the most vulnerable pupils in Y4-Y6.

To support pupils with **emotional needs**, bereavement, trauma and relationship needs. To ensure that pupils are emotionally well and able to access learning. To reduce anxiety and stress.

**Pastoral support** - Pupils are identified as needing additional support for managing anger, managing feelings and developing relationships. Two TAs run the sessions which target explicit behaviours and needs. Pupils have 20 minute sessions x2 per week. Pupil need is assessed half-terminly as part of intervention review.

**Key adult project** in place for most vulnerable pupils. Building relationships with a key adult in school who supports them primarily with social and emotional needs but can also support access to learning.

Subsidising **educational visits** to provide real contexts for learning and widen experiences.

The cost of **Breakfast Club and After School Club** is subsidised, to ensure that pupils in receipt of PPG have a good breakfast and attend school on time on a daily basis, and to ensure they have wrap around care where needed.

**Arthog Outdoor Education and Isle of Wight Residential** - Actively engage pupils in outdoor learning opportunities with experienced instructors. Pupils link learning in the classroom with the outdoors.

**Extra-curricular after school clubs and trips** are free to children in receipt of PPG funding to ensure these pupils have the same opportunities as their peers.

**Purchasing devices** to enable children who have access to online learning during partial school closure.

### Curriculum focus of PPG/PPG+ spending 2019/20

Children have been supported according to their need. Intervention programmes are specific, time-related, and measurable and are evaluated every 6 weeks. This applies to any child who is underachieving.

The National Tutoring Programme was launched for 12 pupils from Years 4-6 to complete a 15-hour block of tuition in English and maths. The tutor offered these sessions online to pupils during the school day, which commenced in January. The tutor and the child's class teacher liaised as to the progress the children were making over the first 6 sessions and evaluated the impact of the sessions together. Unfortunately, it was felt that there was a lack of quality teaching from the tutor. Therefore, the programme was replaced by in school

tuition by the DHT, EG (catch up teacher) and LF (teacher returned from maternity leave to support Y4) which enabled the school to expand groupings for children who are PP and/or SEND.

All pupils in receipt of PPG receive support from the class teacher and teaching assistant on a weekly basis.

Curriculum CPD has been a focus for PPG spending this year, so that quality first teaching is being enjoyed by all children and it is inclusive for all regardless of their starting points.

PPG is used to support all areas of need as identified under the SEN Code of Practice, Gifted and Talented Provision or underachievement in any aspect of the expectations of the National Curriculum.

### Measuring the impact of PPG/PPG+ spending

CPD - All teaching and support staff receive the same high quality CPD in safeguarding, behaviour, all areas of the curriculum and SEND (including emotional well-being).

Pupil Premium Expenditure		
Additional hours for TAs to run academic intervention for pupil premium children. <i>Increased attainment for all.</i>	Additional hours for two TAs to run pastoral intervention for pupil premium children. <i>Increased attainment for all.</i>	Educational visits and breakfast club subsidies for pupil premium children. <i>Same opportunities for all.</i>
Deep Dive maths, French, history, computing, PSHE and PE sessions. <i>Improved attainment in maths, French, history, computing, PSHE and PE for all.</i>	Nuffield Early Language Intervention for TAs across Nursery, Reception and Key Stage One. <i>Interventions have continued across EYFS and KS1. The impact of these interventions have shown progress for most children.</i>	Kate Burton Maths training – Lesson study work with all teachers across school to plan and sequence signposting lessons. <i>Improved attainment in Maths.</i>
Chris Ogden Literacy training – working alongside subject leaders to develop schemes of work in poetry and delivered a staff meeting focusing on building vocabulary. <i>Improved attainment in English.</i>	Back on Track training for all team leader and bespoke sessions for each teacher with Kate Burton and Chris Ogden. <i>Improved attainment for learners. The percentage of children back on track after the first partial closure narrowed and training further supported teachers in narrowing gaps after the second closure.</i>	Release time for subject leaders and teachers for the curriculum -auditing the curriculum provision and the impact of lost learning due to the pandemic, developing knowledge organisers to support children in <i>Children will know and remember more of a carefully sequenced and progressive curriculum.</i>
Coaching sessions with Literacy subject leader focussing on guided writing – all teachers released to complete this. <i>Improved outcomes in writing.</i>	Subject leader monitoring. Release given to teachers to work alongside reading, writing, maths and science leads. <i>. Increased attainment for all.</i>	Subscription to Literacy Shed+ website. <i>Improved attainment in reading comprehension and stamina across the school.</i>
Subscription for TTRS and White Rose Maths. <i>Improved attainment in maths across the school.</i>	Cluster moderation sessions termly for each teacher. <i>Increased attainment for all.</i>	Primary Curriculum in Mathematics - Subject leader to feedback in a staff meetings. <i>Improved attainment in Maths</i>

<p>Lesson study research. Staff given release time to carry out planning and teaching to improve a chosen area. <i>Increased attainment for vulnerable learners across the school.</i></p>	<p>Up to Speed EYFS 2 day course for foundation stage manager. <i>Staff benefitted from having in depth training around the new EYFS framework. Improved outcomes for children in the EYFS.</i></p>	<p>Progression from EYFS to KS1. Subject leaders given release to work alongside the foundation stage manager to give them a greater understanding of the changes to the EYFS curriculum for September 2021. <i>Improved outcomes for all pupils moving from EYFS to KS1 as curriculum is clearly sequenced and progressive.</i></p>
<p>A Strategy for Narrowing the Gap and Bridging the Education Gap: Improving Pupil Outcomes for Disadvantaged and Vulnerable Learners for HT and DHT. <i>Senior leaders able to use research to support their understanding of best practice around raising attainment for vulnerable learners'. All staff able to implement strategies discussed on the courses. Increased attainment across the school.</i></p>	<p>Education The Road to Recovery: Returning to School for DHT. <i>DHT able to implement a recovery curriculum for the reopening of school on 8<sup>th</sup> March: the Calm Project. Resulted in children being ready to learn after rebuilding of relationships and plenty of opportunities for talk.</i></p>	<p>Supporting Schools to Review Their Remote Education for DHT. <i>DHT audited provision in place and senior leaders implemented changes for improvement. Resulted in improved outcomes whilst children learning remotely during partial closure.</i></p>
<p>Developing and Implementing Effective Pedagogical Practice for Pupils with SEND for SENDCo. <i>Subject leaders received 1:1 training around how to develop practice in SEND for across all subjects of the curriculum.</i></p>	<p>Deep Dives in the Covid Era for three members of staff. <i>Supported members of staff in ensuring that they are fulfilling their roles as subject leaders in ensuring provision is broad and balanced for all children.</i></p>	<p>Meeting The Ofsted Requirements and Developing Reading Strategies for EAL for EAL coordinator. <i>Improved outcomes for all in reading – strategies disseminated to staff through training.</i></p>

**As a result of PPG in 2019/20, the following outcomes were achieved: based on Spring 20 assessments. No summer term assessments were carried out due to partial closure of school in March 2020.**

Percentage on track against national expectations in receipt of PPG without Service				
	R	W	M	GPS
Number of pupils on track against national expectations – YR 3 = 1 SEN, 0 EAL	100% 0%	100% 0%	100% 0%	N/A
Number of pupils on track against national expectations – Y1 3 = 2 SEN, 2 EAL	33% 33%	33% 33%	33% 33%	33% 33%
Number of pupils on track against national expectations – Y2 8 = 3 SEN, 1 EAL	75% 13%	50% 13%	88% 13%	50% 13%
Number of pupils on track against national expectations – Y3 11 = 3 SEN, 1 EAL	73% 9%	27% 9%	64% 27%	45% 0%
Number of pupils on track against national expectations – Y4 6 = 1 SEN, 3 EAL	100% 33%	67% 17%	67% 17%	67% 17%
Number of pupils on track against national expectations – Y5 5 = 2 SEN, 0 EAL	100% 60%	100% 20%	80% 20%	80% 0%
Number of pupils on track against national expectations – Y6 15 = 5 SEN, 2 EAL	73% 26%	64% 9%	81% 9%	67% 18%
EAL 9 SEN 17 MOBILITY(<12mths) 10 (12-24mths) 1 Total 51 12% M. Able	79% 30%	74% 14%	73% 17%	57% 14%
Making expected progress – Reception More than expected progress –Reception	100% 100%	100% 100%	100% 100%	N/A
Making expected progress – Year 1 More than expected progress –Year 1	100% 66%	100% 33%	100% 33%	100% 33%
Making expected progress – Year 2 More than expected progress –Year 2	88% 25%	88% 13%	100% 13%	75% 38%
Making expected progress – Year 3 More than expected progress –Year 3	82% 27%	73% 9%	82% 64%	91% 64%
Making expected progress – Year 4 More than expected progress –Year 4	100% 17%	84% 0%	100% 17%	100% 0%
Making expected progress – Year 5 More than expected progress –Year 5	100% 40%	100% 40%	80% 20%	100% 20%
Making expected progress – Year 6 More than expected progress –Year 6	100% 43%	100% 57%	71% 0%	85% 43%
Total All Total More Able	98% 46%	90% 28%	90% 35%	92% 33%

Percentage on track against national expectations in receipt of PPG Service				
	R	W	M	GPS
Number of pupils on track against national expectations – YR 3 pupils	100% 0%	100% 0%	100% 0%	N/A
Number of pupils on track against national expectations – Y1 2 pupils	50% 0%	50% 0%	50% 0%	50% 0%
Number of pupils on track against national expectations – Y2 1 pupil	100% 0%	100% 0%	100% 0%	100% 0%
Number of pupils on track against national expectations – Y3 1 pupils	100% 0%	100% 0%	100% 0%	100% 0%
Number of pupils on track against national expectations – Y4 2 pupils	100% 50%	50% 0%	100% 0%	100% 0%
Number of pupils on track against national expectations – Y5 2 pupils	100% 100%	100% 0%	100% 50%	100% 50%
Number of pupils on track against national expectations – Y6 2 pupils	100% 50%	100% 0%	100% 0%	100% 0%
EAL 0 SEN 1 MOBILITY(<12mths) 2 Total 13	93% 29%	86% 0%	93% 7%	92% 8%
Making expected progress – Reception More than expected progress –Reception	100% 0%	100% 0%	100% 0%	N/A
Making expected progress – Year 1 More than expected progress –Year 1	100% 0%	100% 0%	100% 50%	100% 0%
Making expected progress – Year 2 More than expected progress –Year 2	100% 0%	100% 50%	100% 0%	100% 50%
Making expected progress – Year 3 More than expected progress –Year 3	100% 0%	100% 0%	100% 0%	100% 0%
Making expected progress – Year 4 More than expected progress –Year 4	100% 50%	100% 0%	100% 0%	100% 0%
Making expected progress – Year 5 More than expected progress –Year 5	100% 50%	100% 0%	100% 50%	100% 50%
Making expected progress – Year 6 More than expected progress –Year 6	100% 50%	100% 0%	100% 0%	100% 0%
	100% 21%	100% 7%	100% 14%	100% 17%