

Pupil premium strategy statement

School overview

Metric	Data
School name	Redhill Primary Academy
Pupils in school	420
Proportion of disadvantaged pupils	15% or 64 pupils: 9 Pupil Premium Plus funding, 33 Pupil Premium funding and 13 Service Pupil Premium funding.
Pupil premium allocation this academic year	£69, 520
Academic year or years covered by statement	2020-2021
Publish date	July 2020
Review date	November 2020
Statement authorised by	Claire Whiting
Pupil premium lead	Lydia Cartwright
Governor lead	Phil Nicholls

Disadvantaged pupil progress percentages for last academic year (based on spring assessments)

Measure	Score	
Making expected progress at KS2	Reading	100%
	Writing	100%
	Maths	100%
Making more than expected progress at KS2	Reading	25%
	Writing	38%
	Maths	25%

Disadvantaged pupil performance overview for last academic year (based on spring assessments)

Measure	Score	
Meeting expected standard at KS2	Reading	85%
	Writing	85%
	Maths	77%
	Combined	77%
	GPS	85%

Achieving high standard at KS2	Reading	31%
	Writing	31%
	Maths	15%
	Combined	8%
	GPS	38%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure health and well-being of disadvantaged pupils is positive.
Priority 2	DA pupils will benefit from greater developed independent learning skills to access the curriculum.
Priority 3	Increase the attainment of DA pupils across the school with a particular focus on maths.
Priority 4	Increase the amount of DA pupils passing the phonics screening test in KS1.
Priority 5	Create an online platform and develop systems to support online learning for remote education.
Barriers to learning these priorities address	<p>Learning 'loss' due to partial school closure March – July 2020.</p> <p>PP lower attainment on entry.</p> <p>Mobility factors – children from other settings who are eligible for PP join us often lower than the expectations of their peers.</p> <p>Home learning environment – parental engagement and support from home.</p>
Projected spending	Cost covered in wider strategies

Teaching priorities for current academic year

Aim	Target	Target date
Attainment in Maths	Improve the percentage of DA achieving age related expectation and greater depth at end of KS2 in Maths.	Sept 21
Combined attainment at KS2	Improve the percentage of DA achieving high standard so it is in line with national (13%).	Sept 21
Measure	Activity	

Priority 1	Ensure the curriculum has a focus on health and emotional wellbeing when pupils return in September, dedicated daily circle time in the first instance.
Priority 2	All DA pupils incl. LAC benefit from greater developed independent learning skills.
Priority 3	Ensure all lessons meet the needs of all students and engage target groups; raise expectations of staff and all pupils; TAs and other additional adults are used effectively to secure high rates of progress for all pupils.
Barriers to learning these priorities address	Potential second wave of Covid-19 Ensuring staff use evidence-based whole-class teaching interventions. Ensure CPD opportunities around teaching and learning and metacognition.
Projected spending	Pastoral £18,681.65 Residentials IOW £1549.45, Outward Bound £4979

Targeted academic support for current academic year

Measure	Activity
Priority 1	Increase the progress of DA children across the school through running targeted intervention plans in each year group through assembly times using teacher and teaching assistants; and 1:1 tuition before and after school through the national tutoring programme.
Priority 2	Improve the percentage of DA incl. LAC achieving age related expectation at end of KS2 in Maths through small group tuition.
Priority 3	Improve oral language skills across EYFS and KS1 through 1:1 and small group provision of Nuffield Early Language Intervention.
Barriers to learning these priorities address	Potential second wave of Covid-19 Poor language skills due to EAL or oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress and phonic development in subsequent years. Poor mental arithmetic skills.
Projected spending	Non-teaching staff 50% equivalent £83,505 Non-teaching Senco 10% equivalent £4879.00

Wider strategies for the current academic year

Measure	Activity
Priority 1	Pupils able to manage the demands of the school curriculum and be in an emotional state which allows them to learn and reduce anxiety. (Particular focus on our PLAC and LAC children through the use of key adult project)
Priority 2	Pupils are in school on time each day and ready to learn. Attendance is above national average and above 95% for all DA children incl. LAC.
Priority 3	Investment into additional technology to provide enough devices for children to use on a 1:1 basis. Provide laptops for DA pupils who do not have access to one at home.
Priority 4	Investment in play equipment to support developing social interactions on the playground and to have enough equipment for individuals to play with.
Barriers to learning these priorities address	Potential second wave of Covid-19 Lack of parental engagement
Projected spending	Play equipment £1750 Laptops £4,500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of PD days and additional cover being provided by senior leaders.
Targeted support	Ensuring enough time for school teachers and/or TAs to support small groups. Ensuring children with most need participate are given priority through pastoral support and academic support.	TAs employed to offer pastoral support. Continued CPD for TA team around emotional well-being. TAs given planning and support to run interventions.
Wider strategies	Engaging the families facing most challenges.	Working closely with parents and offering subsidised places for breakfast club.

Review: last year's aims and outcomes

As a result of partial closure, the impact of the aims for the academic year 2019-2020 hasn't been as fully realised as we would have hoped.

Aim	Outcome
Improve attainment for DA pupils with a particular focus in writing, SPaG and mental maths.	Using knowledge from lesson observations, discussions with pupils and books indicates that attainment would have been at national or in line with national at KS1 and KS2. Elements of training, CPD, coaching and lesson studies will continue next year.
Progress in Reading and Writing	Based on spring assessments, talking to pupils, lesson observations and book scrutinies, progress in reading and writing was 100% across cohorts for DA pupils.
Improve oral language skills across EYFS and KS1.	Interventions needs to continue as only part of the programme completed. More children to be assessed and to take part in the intervention throughout the academic year 2020-2021.
All DA pupils incl. LAC benefit from greater developed independent learning skills.	Independent skills were tested through partial closure with children having to complete home learning but more work needed to be done on this objective next academic year.
Other Support DA through partial closure	Children have had vouchers for school lunches, CGP resources funded to support home learning, fortnightly phone calls, online lessons for Year 5 pupils, laptop for CiC etc.

Glossary of Terms

ARE – age related expectation

CiC – children in care also referred to as looked after children

CPD – continued professional development

DA – disadvantaged pupils, an umbrella term used for pupils in receipt of additional funding: free school meals, looked after children, previously looked after children, service children.

EAL – English as an additional language

EYFS – early years foundation stage

FSM – free school meals

GDS – greater depth standard (working above age related expectation)

KS1 – key stage one

KS2 – key stage two

LAC – looked after children also referred to as children in care

PD – professional development

PP – pupil premium, those in receipt of FSM

SPaG – spelling, punctuation and grammar

TA – teaching assistants