



REDHILL PRIMARY SCHOOL



Pupil Premium Strategy

April 2021 – March 2022

1. Summary Information

School	Redhill Primary School			Start Date	April 2021	
Academic year	2021/22	Total PP budget	£156,025	Date of most recent PP review	March 2021	
Total number of pupils	192	Number of pupils eligible for PP	193	Date for next internal review of this strategy	March 2022	

Historic Summary	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Total number of pupils on roll	188	173	181	172	185	193
Total number of pupils eligible for PP	103	116	125	112	119	136
Total % of pupils eligible for PP	55%	67%	69%	68%	64%	70%
Total amount received for PP	£135,960	£153,120	£165,000	£135,520	£149,853	£156,025

Year group	Number of PP and class %
Reception	14 52%
Year 1	15 65%
Year 2	20 71%
Year 3	22 73%
Year 4	23 92%
Year 5	17 57%
Year 6	25 83%
No' on Roll Rec - Y6	193

Current Attainment Whole School (March 2021 Data)		
	Pupils eligible for PP (136)	Pupils not eligible for PP (57)
% achieving ARE or above in reading	Teacher assessment - 38%	Teacher assessment - 50%
% achieving ARE or above in writing	Teacher assessment - 27%	Teacher assessment - 33%
% achieving ARE or above in maths	Teacher assessment - 29%	Teacher assessment - 40%

Identified barriers to attainment	
In-school barriers	
A	Language and writing attainment
B	Reading attainment of pupil premium children in KS1 and KS2 to narrow the gap between their reading age and chronological age.
C	Phonics - progress and attainment of pupil premium in KS1
D	Maths attainment and progress.
E	The increased % of pupil premium children with additional needs.
F	Social, emotional and mental affecting well-being and progress.
External barriers	
G	Low attendance and punctuality for Pupil Premium families.
H	Availability of funds to purchase essential items or experiences for families.
I	Poor home learning environments e.g. lack of support in reading/breakfast/home learning/resources.
J	Parental support.

Desired outcomes				Success Criteria/Desired Impact	RAG																																													
					What impact can we expect to see as a result of our desired outcomes?																																													
A	<ul style="list-style-type: none"> To improve writing attainment for pupil premium children. 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. Disadvantaged pupils with underdeveloped language receive targeted intervention to accelerate progress. Pupils with lower expressive vocabularies are supported in their language acquisition and make better progress in their vocabulary and understanding. 			<ul style="list-style-type: none"> Combined reading, writing and mathematics outcomes of disadvantaged pupils for 2022 are improved from their predicted combines results. Children who receive targeted interventions to continue to make accelerated progress from their starting point. 	March 2022																																													
<p>Impact:</p> <table border="1"> <thead> <tr> <th>PKF</th> <th>WT</th> <th>ARE</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>35%</td> <td>20%</td> <td>40%</td> <td>4%</td> </tr> </tbody> </table> <p>Although attainment data is 44% ARE+, progress data shows that pupils eligible for pupil premium funding in years 2,3,5 & 6 are making expected or better progress from their starting point.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Writing</th> <th>RAG</th> </tr> <tr> <th>Yr</th> <th>Bel</th> <th>On</th> <th>Ab</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>46</td> <td>54</td> <td>0</td> <td></td> </tr> <tr> <td>2</td> <td>20</td> <td>67</td> <td>13</td> <td></td> </tr> <tr> <td>3</td> <td>0</td> <td>56</td> <td>44</td> <td></td> </tr> <tr> <td>4</td> <td>42</td> <td>58</td> <td>0</td> <td></td> </tr> <tr> <td>5</td> <td>19</td> <td>71</td> <td>10</td> <td></td> </tr> <tr> <td>6</td> <td>6</td> <td>82</td> <td>12</td> <td></td> </tr> </tbody> </table> <p>We will continue to address writing attainment within the pupil premium strategy April - April 2022-2023.</p>					PKF	WT	ARE	GD	35%	20%	40%	4%		Writing		RAG	Yr	Bel	On	Ab	1	46	54	0		2	20	67	13		3	0	56	44		4	42	58	0		5	19	71	10		6	6	82	12	
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B	<ul style="list-style-type: none"> RAG rated interventions are in place for daily, 3x week & weekly reading interventions. Targeted support for Teachers and TA's supports first quality teaching of reading. Accelerated reader platform is used. MyOn is used to support remote learning. Remote reading interventions for pupil premium children are in place - Nessy. 			<ul style="list-style-type: none"> 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. Parents will have the ability to support their children at home with their reading through the use of remote teaching programmes. 	March 2022																																													

Impact: All reading interventions have continued to take place during the Summer term - to be reviewed Autumn 2022.

Additional CPD will be provided, and research is being explored by the reading lead to support reading provision in school.

Myon is used as a home reading tool for pupils. From August 2021 to March 2022 pupils had read 4,400 books, 78,900 pages and have completed 25,200 minutes of reading at home as a whole school collective.

PKF	WT	ARE	GD
37%	16%	29%	19%

Although attainment data is 48% ARE+ and progress data shows that pupils eligible for pupil premium funding in years 1,2,3 & 5 are making expected or better progress from their starting point.

Yr	Reading	RAG
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	Bel	On	Ab	
Y1	18	42	40	
Y2	12	76	12	
Y3	19	31	50	
Y4	32	37	32	
Y5	19	62	19	
Y6	24	59	18	

C

- Up to date phonics CPD is provided for all relevant staff teaching pupils RWI.
- Small groupings are used for the teaching of RWI - resulting in extra staff members.
- Year 2 pupils are provided with extra interventions.

- Pupils phonetical knowledge in Reception, year 1 and year 2 is rapidly built upon and applied within reading and writing skills.
- The number of phonetical sounds pupils know improves from their initial starting point in September.
- The number of pupil premium pupils in year 1 & 2 passing the phonics screening is in line with National.

Impact:

5 pupils 33% of year 1 children eligible for pupil premium funding are now on track to pass the phonics screening for June 2022 against 0% in March 2021.

Pupils in year 1 have made accelerated progress with their knowledge of phonics with 71% of pupils increasing their mock scores by 21+ marks.

% of pupils in year rec-year 1 who have increased their phonics score.

+ 0-10 marks	+ 11-20 marks	+21-30 marks	+31-40 marks
4 children 16%	3 children 13%	11 children 46%	6 children 25%

Year 2 phonics:																																												
% of pupils in year 1-2 who have increased their phonics score.																																												
+ 0-10 marks	+ 11-20 marks	+21-30 marks	+31-40 marks																																									
0 children 0%	2 children 40%	3 children 60%	0 children 0%																																									
4 pupils 80% of year 2 children eligible for pupil premium funding who are retaking the phonics screening are now on track to pass in June 2022 against 0% in March 2021.																																												
Pupils in year 2 have made accelerated progress with their knowledge of phonics with 60% of pupils increasing their mock scores by 21+ marks.																																												
D	<ul style="list-style-type: none"> Targeted interventions are provided for pupil premium children who require additional support. Additional resources for remote learning are provided for pupils to support home learning. Tackling Tables is used to ensure this fundamental mathematical knowledge is improving. White Rose is now embedded. CPD is provided for teachers and TA to upskill. Ofsted Deep Dive confirmed that maths is a strength. 	<ul style="list-style-type: none"> 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 2021). Pupil premium children will make significant progress in mathematics from their April 2021 starting point. 																																										
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F	<ul style="list-style-type: none"> Targeted support across school in lessons through pastoral interventions. Extensive pivotal CPD is provided for all staff members in the building to support pupils with additional social and emotional needs. Additional mental health support provided for children so that they are ready to learn. Additional pastoral and safeguarding support is provided to meet the needs of our context. Extra DDSL 	<ul style="list-style-type: none"> Pupils mental health is supported and managed within school through mindfulness. Pupil premium pupils who are rated 2 or less on our behaviour system to improve their behaviour and score. 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 are recorded and tracked to ensure the correct agencies are involved to keep children safe. • 	
	<p>Impact:</p> <p>Mindfulness is taught through our bespoke society curriculum and supports pupils' mental health.</p> <p>All policies and procedures linking to safeguarding are up to date with the latest information. All DSL and DDSLs have the relevant safeguarding training.</p> <p>Increased pastoral support provides the opportunities for 1:1 sessions with children to improve wellbeing and mental health.</p> <p>All pupils' needs are recorded and tracked to ensure the correct agencies are involved to keep children safe on Myconcern. The relevant staff receive the appropriate training.</p> <p>Referrals are completed and monitored.</p> <p>The social and emotional support offered to children and their parents is impacting on wellbeing and positive relationship building.</p>		
G	<ul style="list-style-type: none"> Continue to establish good attitudes towards attendance and punctuality. Attendance checks take place daily. Home visits ensure that pupils are seen on a regular basis. Pastoral support brings pupils to school where parents are unable to. 	<ul style="list-style-type: none"> Pupil premium children to ensure they attend school with an annual attendance of 95% + Reduce the amount of pupil premium children on the persistent absence list. Increase the number of pupils with an attendance of 95% + 	
	<p>Impact:</p> <p>Attendance remains a priority. DHT and AC to take this over from April 2022.</p> <p>School PA continues to be higher than National by 20% and a -3.8% difference with pupils eligible to receive pupil premium funding.</p> <p>Walking bus considered/investigated during Summer 2022.</p>		

		<ul style="list-style-type: none"> • Reduced costs for Conover. 	
<p>Impact: All pupils are able to take part in trips/Conover regardless to financial situations at home. Children gain further experiences outside of the wider curriculum at Conover. Supporting social and emotional wellbeing. Reduces pressure of families financially.</p>			
I	<ul style="list-style-type: none"> • All pupil premium children are offered breakfast each morning. • Nessy/MyOn and AR reading platforms provide pupils with a way to easily access resources. 	<ul style="list-style-type: none"> • Pupils are not coming to school without being fed and as a result are ready to learn. 	
<p>Impact: Pupils who are eligible to receive pupil premium funding (who were a focus for their attendance) are now arriving to school on time. All pupils are fed and are ready to learn.</p>			

Planned expenditure										
Academic year	April 2021 - March 2022									
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	<ul style="list-style-type: none"> • Provide additional support for 1:1 or smaller group work - interventions. • Specific needs in English are identified - quality first teaching - smaller groups. • Targeted language intervention First quality teaching in EYFS additional support. CPG books 	<p>Smaller group work to support progress.</p> <p>Early intervention and building on foundation knowledge will improve pupil progress.</p>	<p>Reduction in group sizes £ 7,657</p> <p>Extra support staffing costs £2,248</p> <p>Nessy £1200</p> <p>Resources £3,500</p> <p>Subscriptions: £2520</p> <p>= £17,125</p>	SP	Dec 2021 March 2022					

B - Reading attainment of pupil premium children in KS1 and KS2 to narrow the gap between their reading age and chronological age.	RAG rated interventions. Targeted support. Accelerated reader MyOn Comprehension	1:1 reading to support progress. Daily reading improves oral fluency. Targeted questioning improves comprehension skills.	RAG interventions £21,147 £15,704 £9,722 AR/MyOn £4820 Targeted interventions KS1 £5,877 = £ 57,270	SP/CF	Dec 2021 March 2022
C - Phonics - progress and attainment of pupil premium in KS1 Maths attainment and progress. The increased % of pupil premium children with additional needs. Social, emotional and mental affecting well-being and progress.	• Staff CPD • RWI sessions smaller groupings.	Smaller groupings accelerates pupil progress. Daily/extra support based on research.	RWI £4557 RWI CPD £949 Smaller group sizes: £8,000 = £13,506	RS/CF	Dec 2021 March 2022
D - Maths attainment and progress.	• Targeted interventions. • Resources • Tackling Tables • Staff CPD - first quality teaching	Building on foundational knowledge (multiplication) improves ability. Targeted support 1:1.	Teaching support/intervention Resources £5315 TT - £550 = £ 5865	LB/DB	Dec 2021 March 2022
E - The increased % of pupil premium children with additional needs SEND.	• SEND time HG • Support for parents with children who have SEND. Additional resources to support curriculum access.	Strong partnerships with parents will impact on pupil engagement. Accessible resources.	Curriculum - £119 Resources - £295 HG - 9,975 = £10,389	HG	Dec 2021 March 2022

F - Social, emotional and mental affecting well-being and progress.	<ul style="list-style-type: none"> Pastoral interventions. Additional mental health support and engagement due to COVID Additional pastoral and safeguarding support. Additional DDSL Alternative provision 	<p>All children have the right to an education.</p> <p>Equality of access for all pupils.</p>	<p>Pastoral £ 4720</p> <p>Safeguarding £ 15,000</p> <p>Mental health £3324</p> <p>= £ 23,044</p>	SP/AC/LB/LR/RS	Dec 2021 March 2022
G - Low attendance and punctuality for Pupil Premium families.	<ul style="list-style-type: none"> Attendance checks. Home visits. Pastoral support. Late checks. Attendance meetings. 	Family support will ensure that trends in attendance will continue to rise.	= £2359	AC/LB	Dec 2021 March 2022
H - Availability of funds to purchase essential items or experiences for families.	<ul style="list-style-type: none"> Availability of funds to purchase essential items or experiences for families. 	<p>Broadening life experiences.</p> <p>Condover.</p> <p>Performing arts.</p>	<p>Tread - £2750</p> <p>Condover - £3000</p> <p>= £5750</p>	LB	Dec 2021 March 2022
I - Poor home learning environments e.g. lack of support in reading/breakfast/home learning/resources.	<ul style="list-style-type: none"> Pupils offered breakfast each morning. Supporting low-income families to meet the basic needs of their children. 	<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 club £6948</p> <p>Breakfast: £4771</p> <p>Staff £ 4750</p> <p>= £ 16,469</p>	LB/RT	Dec 2021 March 2022
J - Parental support.	<ul style="list-style-type: none"> Teacher availability to seek support. Curriculum resources 	<p>Supporting families to support their children will improve progress and attainment.</p> <p>Families who build strong relationships with school engage more.</p> <p>Support empowers parents to access other agencies.</p>	<p>Staffing costs</p> <p>= £4,248</p>	AC/SP	Dec 2021 March 2022

