

1. Summary information					
School	Sileby Redlands Community Primary				
Academic Year	2018-19	Total PP budget	£105,280	Date of most recent external PP Review	June 2018
Total number of pupils	365	Number of pupils eligible for PP	75 (20.5%)	Date for next internal review of this strategy	July 2020

2. Current attainment and progress		
	<i>Redlands pupils eligible for PP</i>	<i>National Average for non- disadvantaged pupils</i>
% achieving expected standard in reading, writing and maths combined	46.2%	64.8%
% attaining scaled score of 100 in reading (external test)	46.2%	73.1%
% attaining Age Related Expectation (ARE) in writing (teacher assessed)	69.2%	78%
% attaining scaled score of 100 in maths (external test)	69.2%	78.6%
% achieving at the higher level in reading, writing and maths combined	0	10.5%
Progress Score in reading	-0.8	0
Progress score in writing	1.7	0
Progress score in mathematics	1.5	0

3. Barriers to future attainment (for pupils eligible for PP, including high ability). These have been identified using EEF toolkit, staff, pupil and parent consultation and internal databases.	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils entitled to Pupil Premium make low progress in Mathematics (Bottom 20% nationally)
B.	Raise reading attainment and progress across the school
C.	Some pupils have poor word knowledge and grammar which affects their writing ability
D.	Some pupils are in need of support to ensure good mental health and wellbeing. At school this can manifest itself as anxious, withdrawn or disruptive behaviour in class.
E.	Some pupils lack real world experiences to build both knowledge, social skills and resilience
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Some parents of pupil premium children failed to attend pupil premium parents' evenings, despite reminders and follow-up calls. This parental engagement will be a focus for improvement

4. Desired outcomes				
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>
A.	Improved mathematical skills of children eligible for pupil premium.			Pupils eligible for pupil premium in all years will know their basic maths skills and apply them as evidence by progress against the school Maths Tracker.
B.	Improved reading and comprehension skills of pupils eligible for pupil premium.			Pupils eligible for pupil premium in all years will be fluent in reading appropriate to their age
C.	Improved sentence structure and word knowledge for children eligible for pupil premium			Pupils will improve their writing as evidenced by work in their yellow 'skills' book and applying this in their writing evidenced through moderation.
D.	To improve the attainment of disadvantaged pupils across reading, writing and mathematics combined at KS2			At least 6 out of 9 PP children to achieve the expected standard (66%) at the end of KS2 in reading ,writing and mathematics combined
E.	To improve the mental health and wellbeing of pupils			Children show improved mental health and wellbeing as seen by feedback from professionals, parents, teachers and pupils
F.	To improve the engagement of parents in their children's education. To improve parents' knowledge of their child's attainment and progress in school.			To ensure 90% of parents to meet PP leader in school for a parents evening. To ensure 100% of parents of pupil premium children have had either a face to face or telephone parent meeting
5. Review of expenditure				
Previous Academic Year 2018-2019		£105,280		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>A. Improved mathematical skills of children eligible for pupil premium.</p> <p>B. Improved reading and comprehension skills of pupils eligible for pupil premium.</p> <p>C. Improved sentence structure and word knowledge for children eligible for pupil premium</p>	<p>Improve QFT across the school by providing CPD for staff in targeted areas</p>	<p>Pupil premium attainment at the end of KS2 across reading, writing and maths was 42.6%. Despite this being a drop in attainment, progress scores were improved in all areas except reading. It is also worth noting that in this year group a significant proportion of children eligible for pupil premium were also on the SEND register. CPD provided across the school has helped to improve the quality of teaching across the school and this has been seen to good effect in 10 minute coaching observations. There was, however, a high turn over of staff throughout the year, coupled with some long term absences which impacted on the overall attainment of children entitled to Pupil Premium funding across the school.</p>	<p>CPD that was targeted well and then disseminated across staff had the biggest impact. When CPD wasn't disseminated back to other staff members, it also had a lower impact on the staff member who had attended. Therefore, time will be given every three weeks to sharing knowledge and strategies from CPD attended to ensure that it has the widest possible impact.</p>	<p>£2000</p>
<p>B. Improved reading and comprehension skills of eligible for pupil premium.</p> <p>C. Improved sentence structure and word knowledge for children</p>	<p>Work with LCFC Primary Stars Programme</p>	<p>This had a positive impact, particularly on boys attitudes towards reading. Test scores improved after participation in this intervention for year 6 pupils, although this did not necessarily mean achieving Age Related Expectations.</p>	<p>We will continue working with LCFC Primary Stars as it benefitted children's well-being as well as their academic achievement and also provided teachers with CPD. Having been able to provide some Year 5 children with the Reading intervention in this academic year, we will be able to target more children in lower years so that an increased interest in reading can be fostered earlier and therefore have a greater impact on the children's potential to achieve in the future.</p>	<p>£4000</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>B. Improved reading and comprehension skills of eligible for pupil premium.</p> <p>C. Improved sentence structure and word knowledge for children eligible for pupil premium</p>	<p>Implement strategies and techniques developed through work with Royal Shakespeare Company</p>	<p>In year groups where these strategies were well implemented, all children's (not just those entitled to PP funding) reading and writing skills benefitted. Behaviour for learning of children in these classes was also improved with a greater sense of united learning.</p>	<p>Using the rehearsal room techniques will remain a teaching strategy that is used across the school and will be developed further to ensure that each phase learns from at least one Shakespeare play throughout the year. CPD will be delivered</p>	<p>£1,800 (SSIF Funding)</p>
<p>B. Improved mathematical skills of children eligible for pupil premium.</p>	<p>CPD delivered by maths lead</p>	<p>Quality of maths teaching improved overall – 10 minute coaching obs – however challenge for more able PP pupils remains a focus. This was addressed through staff CPD in the Summer term through use of branching lessons and therefore impact should be seen in the next academic year.</p>	<p>CPD by maths lead throughout the year to address needs that come up through monitoring and research.</p>	<p>No additional budget cost</p>
<p>B. Improved reading and comprehension skills of eligible for pupil premium.</p> <p>C. Improved sentence structure and word knowledge for children eligible for pupil premium</p>	<p>Employment of SALT to work with targeted children.</p>	<p>SALT team worked with 14 children across the school providing strategies and interventions for class teachers and LSAs to help accelerate progress to diminish the gaps to their peers.</p>	<p>Continue to target SALT support to those children who need it most across the school.</p>	<p>£3750</p>
<p>D. To improve the attainment of disadvantaged pupils across reading, writing and mathematics combined at KS2</p>	<p>Targeted interventions for children on cusp of ARE in all subjects and those missing out in just one area.</p>	<p>Pupil premium attainment at the end of KS2 across reading, writing and maths was 42.6%. Despite this being a drop in attainment, progress scores were improved in all areas except reading. It is also worth noting that in this year group a significant proportion of children eligible for pupil premium were also on the SEND register.</p>	<p>Specific monitoring of PP children in interventions needed increasing across the whole school. Adding this to intervention recording sheets will make this more manageable and less time consuming.</p>	<p>£40,500</p>

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
E. To improve the mental health and wellbeing of pupils	ELSA to be employed to work with targeted children	ELSA work had impact on a targeted group of boys who found staying in class difficult. Support for these boys by the ELSA meant that other children in the classes were still being supported by class teachers and LSAs. However, as this group of boys' needs was so high (pupils joining the school throughout the year impacted on this), other children who would have benefitted from ELSA support were unable to gain this as effectively as had been planned.	Targeting of LSA support to year groups where behavioural needs are high has been taken into account which should mean that the ELSA role should be more effectively carried out if, as, and when needed.	£13,500
E. To improve the mental health and wellbeing of pupils	Use of Learnful programme	This has a varied impact across the school with some year groups benefitting well, whilst it had a smaller impact on others. Again, long-term supply teachers in some classes affected this and, therefore, not being given as much emphasis as it could have had.	This will be continued and dedicated time in class timetables will remain.	£2000
E. To improve the mental health and wellbeing of pupils	SALT	SALT team worked with 14 children across the school providing strategies and interventions for class teachers and LSAs to help accelerate progress to diminish the gaps to their peers.	SALT services helped to identify specific strategies to improve pupils learning.	As above
E. To improve the mental health and wellbeing of pupils	EPIC	EPIC team worked with 15 children across the school providing strategies and interventions for class teachers and LSAs to help accelerate progress to diminish the gaps to their peers.	EPIC services helped to identify specific learning needs and strategies to improve pupils learning.	£6,600
E. To improve the mental health and wellbeing of pupils	Subsidise all educational visits and residential trips for all pupil premium children.	All pupil premium children were able to attend all educational visits meaning that no learning opportunities were missed by these children.	Continue to offer this	£3,300

E. To improve the mental health and wellbeing of pupils	Funding of participation in extra-curricular activities	??%		£3,500
F To improve the engagement of parents in their children's education. To improve parents' knowledge of their child's attainment and progress in school.	Family Support Worker employed to support families at times of need.	Better links between school and home have been made. Parents are more able to access services and support where necessary. This is beginning to have a positive impact on children's attendance where there is persistent absenteeism, which in turn is giving these children more opportunity to learn and make progress.	Family Support Worker will stay in role. Systems that needed to be set up over this academic year are now in place and so further impact should be seen over the next academic year.	£9268
E. To improve the mental health and wellbeing of pupils	Supplement cost of uniform/ provide items of uniform for PP children	All children able to wear correct uniform allowing them to feel settled in class.	Continue to offer this to pupils eligible for Pupil Premium.	£1500
E. To improve the mental health and wellbeing of pupils	Provide incentives for children to attend school regularly	Persistent absenteeism in children entitled to PP funding decreased from 15% in the 2017-18 academic year to 6.6% in this academic year.	These incentives have worked well alongside families being supported by the Family Support Worker and these will continue.	£1800