

Pupil premium strategy statement for 2018-19 (Planned Spending)

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 18
Total number of pupils	365	Number of pupils eligible for PP	75 (20.5%)	Date for next internal review of this strategy	July 19

2. 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 (issues to be addressed in school, such as poor oral language skills)

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 At school this can manifest itself as anxious, withdrawn or disruptive behaviour in class.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 (issues which also require action outside school, such as low attendance rates)

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.
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3. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
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 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
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4. Planned expenditure					
Academic year		2018/19 (£105,280)			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Improving the quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To improve the quality of teaching so that teachers can support and challenge PP children, particularly NQTs and teachers new to the school to support the following outcomes:</p> <p>A. Improved mathematical skills of children eligible for pupil premium.</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>D. To improve the attainment of disadvantaged pupils across reading, writing and mathematics combined at KS2</p>	<p>10 minute observations providing targeted coaching for teachers, provided by SLT members. Master class moments will also model teaching sessions.</p> <p>Ensure feedback to children builds their independent learning skills – HOT/In the moment feedback to be used.</p> <p>Staff meetings are focusing on improving teachers' skills: Assessment, writing, reading</p>	<p>Weekly/fortnightly 10 minute observations provide greater opportunities for CPD than 3, 1 hour observations in a year. Small, specific targets make quick gains in improving the quality of teaching and learning throughout the school.</p> <p>Feedback has a high importance in children's development and so ensuring that this is high quality and specific to the learning will have a high impact on progress of children.</p> <p>'Upskilling' staff will enable them to support disadvantaged (and all) pupils. Evidence from the EEF highlights the importance of CPD.</p>	<p>Timetable for observations implemented and observations spread across SLT so that carrying out observations is manageable.</p>	<p>SLT Subject leaders</p>	<p>Ongoing through observations, book looks, learning walks.</p>

B. Improved reading and comprehension skills of eligible for pupil premium. C. Improved sentence structure and word knowledge for children	Work with LCFC Primary Stars Programme	Good results of other schools in the trust engaging this programme and evidence provided by LCFC and National Literacy Strategy of progress achieved through this work.	Targeted children selected to participate. Regular communication between DS, LCFC staff and SLT.	DS	End of each unit of work.
Total budgeted cost					£6000
ii. Targeted support for all pupil premium pupils					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Improved mathematical skills of children eligible for pupil premium.	Screen all PP children in KS2 to ascertain any gaps in their basic mathematics skills which can be addressed through intervention, assertive mentoring and quality first teaching.	Screening children will allow interventions to be targeted specifically at the needs of the children. This will also enable groups to formed on their specific gaps.	DS to screen and use liaise with LSAs and class teachers	DS	Summer term, but objectives are reviewed, ongoing.
B. Improved reading and comprehension skills of eligible for pupil premium. C. Improved sentence structure and word knowledge for children eligible for pupil premium	Implement strategies and techniques developed through work with Royal Shakespeare Company	Work of other schools within the Trust has had good results using these methods and trial class at Redlands also had good results in a short period of time.	Continued CPD with RSC to keep up to date with techniques and texts being used. Staff meetings to be used to disseminate these techniques and 10 minute observations will see how these are being implemented to offer further support.	DS SLT for obs.	Summer term, but objectives are reviewed, ongoing. Aut 1 to arrange live streaming for launch
B. Improved reading and comprehension skills of eligible for pupil premium. C. Improved sentence structure and word knowledge for children eligible for pupil premium	Employment of SALT to work with targeted children.	This has been used in school previously and children have made good progress through this intervention strategy.	Continued liaison with SALT Work with SENDCo to identify children with highest priority	DS LH	Ongoing SALT reports as they are produced/needed.

D. To improve the attainment of disadvantaged pupils across reading, writing and mathematics combined at KS2	Targeted interventions for children on cusp of ARE in all subjects and those missing out in just one area.	Previous targeting in this way has led to good results with non-disadvantaged pupils and has begun to improve the results of PP children in the past two years.	Monitoring of children in intervention specifically of	SLT through pupil Progress meetings	Ongoing – termly screening
Total budgeted cost					DS release (1 hour pw) LSA Salary contribution £40,500 Cover for classes for CPD -
i. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. To improve the mental health and wellbeing of pupils	ELSA to be employed to work with targeted children	Significant impact in other schools.	Monitor social impact on pupils and talk with parents.	MT/NB/LH	Ongoing
E. To improve the mental health and wellbeing of pupils	Use of Learnful programme	Significant need to raise pupil resilience and emotional self-awareness. Trialled programme during spring/summer term in previous year which saw good results	Specific time on timetable Monitor behaviour in lessons Monitor behaviour at playtimes and lunchtimes.	MT/NB/DS Class teachers	Ongoing
E. To improve the mental health and wellbeing of pupils	SALT	Previous impact on pupils learning	Reports from therapist Monitor progress of pupils involved	LH/DS	Ongoing
E. To improve the mental health and wellbeing of pupils	EPIC	Previous impact on pupils learning	Reports from therapist Monitor progress of pupils involved	LH/DS	Ongoing
E. To improve the mental health and wellbeing of pupils	Subsidise all educational visits and residential trips for all pupil premium children.	We have an increased attendance on trips since introducing this policy. We have received very positive feedback from pupils, parents and staff after residential trips on the impact.	Information communicated to parents by letter and available on school website.	DS Office staff	Ongoing monitoring of uptake

E. To improve the mental health and wellbeing of pupils	Funding of participation in extra-curricular activities	We have an increased attendance on trips since introducing this policy. We have received very positive feedback from pupils, parents and staff	Information communicated to parents by letter and available on school website.	DS Office staff	Ongoing monitoring of uptake
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.	Significant impact in other schools.	Monitor social impact on pupils and talk with parents	MT/NB/LH	Ongoing
E. To improve the mental health and wellbeing of pupils	Supplement cost of uniform/ provide items of uniform for PP children	The school has offered this before and there is a lot of positive feedback from parents. It also has a positive impact on children as they do not stand out for not being in the correct uniform.	Letters and information sent out to parents on a regular basis.	MT/NB/LH Office staff DS	Ongoing
E. To improve the mental health and wellbeing of pupils	Provide incentives for children to attend school regularly	This has had a significant impact at other schools – including one where attendance increased by 2.5% over one academic year. School used this strategy last year with success	Communication to pupils on a regular basis in assemblies. Use of pupil helpers to ensure strategies are manageable for staff. Regular updates for parents.	DS Office staff.	Termly attendance reports.
Total budgeted cost					ELSA Salary £13,500 FSW Salary £9268 Trips £3,300 Uniform £1500 Att. Incent. £1800 Extra-curric activities £3,500 Learnful £2000 SALT £3750 EPIC £6,600 Counselling £2000