

Pupil premium strategy statement for 2019-20 (Planned Spending)

1. Summary information					
School	Sileby Redlands Community Primary				
Academic Year	2018-19	Total PP budget	£100,510	Date of most recent external PP Review	June 2018
Total number of pupils	379	Number of pupils eligible for PP	61 (16.1%)	Date for next internal review of this strategy	July 2020

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 (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Raise reading attainment and progress across the school
B.	Some pupils have poor word knowledge and grammar which affects their writing ability
C.	Pupils entitled to Pupil Premium make low progress in Mathematics
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 At school this can manifest itself as anxious, withdrawn or disruptive behaviour in class.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.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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
B.	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.
C.	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.
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

4. Planned expenditure

Academic year	2018/19 (£100,510)
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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?
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: A. Improved mathematical skills of children eligible for pupil premium. B. Improved reading and comprehension skills of eligible for pupil premium. C. Improved sentence structure and word knowledge for children eligible for pupil premium D. To improve the attainment of disadvantaged pupils across reading, writing and mathematics combined at KS2	10 minute observations providing targeted coaching for teachers, provided by SLT members. Master class moments will also model teaching sessions. Coaching of NQTs in school will need additional time which will be funded through PP spend to ensure that children eligible for PP in these classes are given extra support and challenge to diminish the differences. CPD and coaching to ensure feedback to children builds their independent learning skills – HOT/In the moment feedback to be used. Staff meetings are focusing on improving teachers' skills: Assessment, writing, reading	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. 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. 'Upskilling' staff will enable them to support disadvantaged (and all) pupils. Evidence from the EEF highlights the importance of	Timetable for observations implemented and observations spread across SLT so that carrying out observations is manageable.	SLT Subject leaders	Ongoing through observations, book looks, learning walks.

		CPD.			
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					LCFC £4500
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.	Fund release time for maths lead to coach teachers, develop strategies and improve interventions.	New staff within school are unfamiliar with Maths No Problem (including NQTs) and so support with these approaches is needed. Development of branching lesson design is also needed throughout the school.	Monitoring of progress of PP pupils within maths Interviews with PP pupils about maths support	SL/DS	Review throughout the year
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	Previous work with this within school has brought about good results and this needs further development throughout the school.	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 & SL release (1 hour pw) LSA Salary contribution £60,080 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	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	Monitor social impact on pupils and talk with parents. Monitor behaviour incidents	MT/NB/LS/D S	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	LS/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	LS/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.	Use of FSW last year has meant 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.	Monitor social impact on pupils and talk with parents	MT/NB/LS/D S	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 £15,885 FSW Salary £9566 Trips £3,300 Uniform £500 Att. Incent.and Flourish counselling £2500 Extra-curric ativities £3,500 Learnful £2000 SALT £3750 EPIC £6,600