

Pupil premium strategy statement

School overview

Metric	Data
School name	Sileby Redlands Community Primary
Pupils in school	387
Proportion of disadvantaged pupils	18%
Pupil premium allocation this academic year	£76,350
Academic year or years covered by statement	2019-21
Publish date	June 2020
Review date	June 2021
Statement authorised by	Michelle Tobin
Pupil premium lead	Drew Simpson
Advisory board lead	Vanessa Dakin

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading .	+0.92*
Writing	+0.32*
Maths	+0.25*

Review: last year's aims and outcomes

Aim	Outcome
Raise reading attainment and progress across the school	ARE Reading attainment at end of KS2 rose from 42.6% in 2019 to 89% in 2020 with 67% of PP pupils achieving ARE*
Improved mathematical skills of children eligible for pupil premium.	67% of PP children achieved ARE in 2020 with a progress score of +0.25*
To improve the attainment of disadvantaged pupils across reading, writing and mathematics combined at KS2	The percentage of children achieving ARE in reading, writing and maths has increased from 0% in 2019 to 67% in 2020.*

*scores based on performance in previous year's SATs tests using scaled score results from these tests due to National Tests being terminated due to COVID-19 pandemic.

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Reading – 66% Writing – 33% Maths – 55% 33% Combined
Achieving high standard at KS2	Click Reading – 11% Writing – 11% Maths – 11% 11% Combined.
Measure	Activity
Priority 1	Ensure that interventions are targeted to address specific needs of the disadvantaged children across the school and led by trained staff, utilising expertise of external providers, such as LCFC, to enhance this provision.
Priority 2	Ensure all staff focus on mastery teaching with branching lesson design to enable children to develop skills in reasoning needed to achieve GDS.
Barriers to learning these priorities address	Pupils entitled to Pupil Premium making low progress in Mathematics or do not have time to access GDS tasks.
Projected spending	£21,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Maintain positive progress score	June 21
Progress in Writing	Maintain positive progress score	June 21.
Progress in Mathematics	Maintain positive progress score	June 21
Phonics	To be in-line or above National average	June 21
Other	Reduce persistent absenteeism in PP children.	

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure that progress and attainment of children in lower KS2 is at least national average 0 i.e. those at ARE remain ARE.
Priority 2	Ensure that phonics interventions address gaps for pupils in year 2 following COVID-19 closure period as well as those in year 1.
Barriers to learning these priorities address	Access to online learning. Gaps in learning due to COVID-19. Persistent absenteeism of some PP pupils.
Projected spending	£ 5000

Wider strategies for current academic year

Measure	Activity
Priority 1	Family Support Worker, Behaviour Mentor and Emotional Literacy Support Assistant work with children, families and Social Care where needed to provide strategies to address absence.
Priority 2	Ensure PP pupils have access to a wide range of activities
Barriers to learning these priorities address	Low attendance within some PP
Projected spending	£50,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Supporting high number of NQTs and RQTs in the school	Distributed leadership and coaching model to ensure capacity and use of Cover Supervisors to allow additional monitoring and support
Targeted support	Gaps formed in learning through lack of engagement with home learning during COVID-19	Additional intervention strategies.
Wider strategies	Engaging the families facing most challenges	FSW and ELSA working with children and families, linking with Social Care where needed to build relationships and develop strategies