

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Sileby Redlands Community Primary
Pupils in school	385
Proportion of disadvantaged pupils	18%??
Pupil premium allocation this academic year	£75,320*
Academic year or years covered by statement	2020/2021 – 2022/23
Publish date	June 2021
Review date	June 2022
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	+4.1
Writing	-1
Maths	-1.5

## Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading	11% more disadvantaged pupils achieved ARE and 11% of disadvantaged pupils achieved GDS.
Progress in Writing	11% more disadvantaged pupils achieved ARE and 11% of disadvantaged pupils achieved GDS.
Progress in Mathematics	11% more disadvantaged pupils achieved ARE and 22% of disadvantaged pupils achieved GDS.

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Reading – 44% Writing – 44% Maths – 55% Combined – 22%
Achieving high standard at KS2	Reading – 11% Writing – 11% Maths – 22% Combined – 11%
Measure	Activity
Priority 1	Coaching system focuses on individual goals for teachers to improve quality first teaching which supports disadvantaged pupils to make accelerated progress to diminish gaps.
Priority 2	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.
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	£5,320

## Teaching priorities for current academic year

Aim	Target	Target date
Phonics	Increase percentage of disadvantaged children passing Year 1 phonics check	June 22
Mathematics	Increase percentage of disadvantaged children passing Y4 MTC check	June 22
Reading, Writing and Maths	Increase percentage of Disadvantaged children reaching ARE at KS2 SATS	June 22
Reading, Writing and Maths	Increase percentage of Disadvantaged children reaching GDS at KS2 SATS	June 23
Other		

**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
Increase percentage of disadvantaged children passing Year 1 phonics check	Targeted intervention is prioritised for disadvantaged pupils. Identify disadvantaged pupils early during EYFS and increase phonic input with these children.
Increase percentage of disadvantaged children passing Y4 MTC check	Additional times tables interventions run by trained teachers across Years 3 and 4.
Barriers to learning these priorities address	Low baseline levels on entry to EYFS.
Projected spending	£ 20,000

## Wider strategies for current academic year

Measure	Activity
Increase percentage of Disadvantaged children reaching ARE at KS2 SATS	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.
Increase percentage of Disadvantaged children reaching GDS at KS2 SATS	Ensure PP pupils have access to a wide range of activities which will increase capacity to make connections in learning and experiences to draw upon within learning.

Barriers to learning these priorities address	Engagement with help offered and support given
Projected spending	£50,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Supporting high number of NQTs and RQTs in the school  First year of Coaching System	Distributed leadership and coaching model to ensure capacity and use of Cover Supervisors to allow additional monitoring and support
Targeted support	Low baseline on entry to EYFS 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