

September 2019 to July 2020

The Pupil Premium is a Government initiative designed to address the under-achievement of our most disadvantaged children, nominally those who are (or have been) eligible for free school meals (FSM), or are looked after by the Local Authority. It is up to schools to decide how best to use this additional funding, however, they must report how it is used to parents in a transparent manner, and evaluate its impact on pupils eligible for free school meals. At Redscope Primary School we will be tracking the 'narrowing of the gap' between all pupils including children eligible for FSM. While the number of pupils receiving free school meals determines the funding for a specific school, this should be regarded as a 'proxy indicator', as schools are required to narrow any attainment gap by addressing the under-achievement of any cohort or group of pupils. Pupil Premium funding for Redscope Primary School will be used to address the under-achievement of any pupil, not just those who attract specific funding.

There is now an additional amount of £111.30 per term received for eligible 3-4 year olds, current no of children entitled 17

Number of Pupils and Pupil Premium Grant Received (PPG)	
Total number of pupils on roll	481 (including Early Years)
Total number of pupils eligible for PPG January 2019 Census	136
Amount of PPG received per pupil	1320
Total amount of PPG received Financial Year 2019-20	181760
Total amount of PPG received Financial Year 2018-2019	194040
Total amount of PPG received Financial year 2017-2018	199320
Total amount of PPG received Financial year 2016-2017	188760

Attainment 2019	
All Children 2019 52 children in total	30 Pupils Eligible for Pupil Premium
Reading, Writing and Maths combined score-67% GDS- 4%	Reading, Writing and Maths combined score-70% GDS-3.3%
% achieving Expected Standard in Reading- 71% GDS- 25%	% achieving Expected Standard in Reading- 70% GDS- 26.7%
% achieving Expected Standard in Writing- 81% GDS-17%	% achieving Expected Standard in Writing- 86.7% GDS- 13.3%
% achieving Expected Standard in Maths- 87% GDS- 22.1%	% achieving Expected Standard in Maths- 87.6% GDS- 40%
% achieving Expected Standard in GPS- 81% GDS- 37%	% achieving Expected Standard in GPS- 83% GDS-37%
Reading Progress Score: 1.3	Reading Progress Score: 0.99
Writing Progress Score: -0.4	Writing Progress Score: 0.26
Maths Progress Score: 3.0	Maths Progress Score: 2.81

Principles

We want to support our children by removing barriers that have in the past had a major effect on their learning.

- We will ensure that teaching and learning opportunities meet the needs of all pupils.
- We will ensure that appropriate provision is made for all pupils who belong to vulnerable groups.
- We will recognize that not all pupils who are socially disadvantaged are registered for free school meals and therefore reserve the right to use pupil premium funding to support any pupil or groups of pupils who we have legitimately identified as being socially disadvantaged.

Persons Responsible – Mrs A Bradbury and Mrs S Walpole

Nominated Pupil Premium Governor – Mr Mike Firth

Aims

All our strategies administered through our pupil premium funding has the child at the centre of the approach. We plan to accelerate each pupil's progress in order to ensure that pupil premium children are performing on a par with their peers. Ultimately this will result in the school narrowing the attainment gap when comparing cohorts to local and nationally expected figures.

Summary

Disadvantaged Pupils

In EYFS, disadvantaged pupils made good progress from their starting points; however, only 4 children were considered disadvantaged according to Perspective lite. 100% of them achieved GLD. In Y2, attainment for disadvantaged pupils was significantly above other pupils, however, only 13 pupils were considered disadvantaged (compared with 26 in 2018). 92.3 % of disadvantaged pupils achieved the expected level or above in reading, 84.6% in writing and 84.6% in maths and 84.6% in RWM combined.

By KS2, issues around PP and disadvantaged are largely evened out through effective teaching, monitoring and assessment.

KS2	Disadvantaged				Not disadvantaged			
	%	% GD	APS	progress	%	% GD	APS	Progress
Reading	70	26.7	104.9	0.99	72.7	22.7	104.9	1.65
Writing	86.7	13.3		0.26	72.7	9.1		-1.43
Maths	86.7	40	108.6	2.81	86.4	31.8	107.4	3.34
RWM	66.7	3.3			68.2	3.3		

Subject	Level	Redscope Primary School (2021)	Local Authority - Rotherham		NCER National	
		Value	Value	Gap	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	66.7%	46.7%	+20.0%	51.4%	+15.3%
	GDS/High Score	3.3%	3.6%	-0.3%	4.7%	-1.4%
Reading	≥Exp.Std.	70.0%	56.2%	+13.8%	62.0%	+8.0%
	High Score	26.7%	12.5%	+14.2%	16.8%	+9.9%
Writing (TA)	≥EXS	86.7%	66.4%	+20.3%	67.9%	+18.8%
	GDS	13.3%	8.7%	+4.6%	11.4%	+1.9%
Maths (test)	≥Exp.Std.	86.7%	64.5%	+22.2%	67.4%	+19.3%
	High Score	40.0%	13.5%	+26.5%	15.6%	+24.4%

PROGRESS

Subject	Level	Redscope Primary School (2021)	Local Authority - Rotherham		NCER National	
		Value	Value	Gap	Value	Gap
Reading	Avg. Prog. Score	1.0	-1.5	+2.5	-0.6	+1.6
	Conf. Int.	±2.2 -1.20 to +3.20	±0.4 -1.90 to -1.10	n/a	±0.0 -0.60 to -0.60	n/a
Writing	Avg. Prog. Score	0.3	-0.6	+0.9	-0.5	+0.8
	Conf. Int.	±2.0 -1.70 to +2.30	±0.3 -0.90 to -0.30	n/a	±0.0 -0.50 to -0.50	n/a
Maths	Avg. Prog. Score	2.8	-0.8	+3.6	-0.7	+3.5
	Conf. Int.	±2.0 +0.80 to +4.80	±0.3 -1.10 to -0.50	n/a	±0.0 -0.70 to -0.70	n/a

Disadvantaged pupils outperform other pupils in writing and make more progress. Disadvantaged pupils achieve in line with non-disadvantaged pupils in Reading and mathematics. This indicates that what the school puts in place is having a huge impact in narrowing the gap and ensuring that pupils are not disadvantaged academically.

School has a clear vision for improving outcomes for all learners. School places great emphasis on the pastoral system. Children with significant social and emotional needs are well supported and make good and outstanding progress. Family Liaison Coordinators, with additional responsibility for THRIVE plans, LAC and specific vulnerable families, work with vulnerable learners and staff liaise with external agencies to support and effectively engage learners. School has also bought additional services of Early Help workers (Early Help Plus) to further support and engage families in order to break down any barriers to learning. Along with our Family Liaison Coordinators, they have helped to streamline and coordinate support from the many agencies. This has had a positive impact on outcomes for our children. Early Help intervention is getting families in crisis back on track without becoming Child Protection issues. This has also supported transition from primary to secondary education and families who unexpectedly arrive in school.

Barriers to Future Learning (for pupils eligible for Pupil Premium Funding)

New arrivals to school with significant social and emotional issues. There are a growing number of vulnerable children with significant SEMH needs.

Attendance needs to improve further.

We need to ensure that the basic needs of all our children are met. Children enter EYFS with very low language skills.

External Barriers

Parents still not able to support their children with home learning.

Desired Outcomes

80+% of children at expected standard and are KS3 ready.

Increased number of disadvantaged children at national expectation and at greater depth.

Pupil Premium children continue to make accelerated progress from their baseline.

Planned expenditure

• Academic year 2019-20

The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

1. Quality Teaching for all – Universal entitlement

Intended outcome	Action	Estimated impact	Lessons learned (and whether will continue this approach)	Cost	Staff lead
To continue to raise standards in basic skills and support in raising standards further in reading comprehension, writing, SPaG and mathematics.	<p>Disadvantaged pupils identified on EMAG system. Staff aware of disadvantaged pupils within their class.</p> <p>Use FFT targets set to track and monitor progress and attainment to ensure children do not fall behind.</p> <p>Formative EMAG data and PIRA/PUMA scores used to form progress and attainment judgments and feed forward into teaching.</p> <p>Adjusted timetable to enable two 20 minute intervention sessions every day for English and Maths, as necessary. All children accessing at least one session, relevant to their needs.</p> <p>Children who are falling behind will access additional classroom strategies to support reading comprehension development.</p> <p>Children who are falling behind in mathematics will access bespoke intervention including Progress to be measured through Pupil Progress meeting reports and MAGs.</p> <p>SLT (SW) to support (1 day per week) Y6 groups and bespoke teacher development.</p>	<p>- Pupils will make accelerated progress on their individual flight paths towards reaching individual targets.</p> <p>- Increase in the individual number of MAG statements ticked off. Planning indicates that areas of weakness from PIRA/PUMA are addressed.</p>	<p><i>Reviewed on a half-termly basis and interventions change according to the needs of children identified during Pupil Progress meetings.</i></p> <p><i>This strategy worked well in 2018-19. In 2019-20 this has been adjusted to 3 x weekly sessions for literacy intervention and 4 x weekly sessions for maths intervention due to the needs of the children.</i></p>	£35,422	AB, SW All teachers responsible
To further embed and sustain nurturing environment, nurturing ethos of school and	Intervention programmes are tailored for target groups identified - Booster sessions (Y2 and Y6) are carried out where identified to support children who need additional	Pupils will make accelerated progress on their individual flight paths towards reaching individual targets.	<i>Worked well. Continue to target Y2 and Y6 at key points in the year for extra tuition.</i>		AB, SW

<p>collective accountability.</p>	<p>intervention.</p> <p>Review reward systems so that children develop positive attitude towards assessments. Repetition and overlearning- children aim to achieve personal bests in key areas (GPS, reading comprehension and arithmetic)</p> <p>Repetition of key concepts - Over-learning helps children to retain knowledge and skills needed as well as increasing their own self-esteem.</p> <p>Social and emotional support readily available. Vulnerable pupils have "go to" person. Staff are aware of particular needs of certain children/how they react during stressful times etc Staff know their children well and are timetabled carefully - same staff are present with the same children.</p>	<p>- Increase in the individual scores in SATs practice tests. Children more confident after working with key adults.</p>			
<p>To boost subject knowledge of mathematical skills and for additional bespoke skill based learning and reasoning.</p>	<p>Release maths coordinators to complete work scrutiny alongside SLT.</p> <p>Coordinators to plan and deliver staff CPD based on needs and check that staff are following what has been said.</p> <p>Coordinators to attend training and disseminate back to staff.</p>	<p>Increased confidence of all staff in teaching a skills based curriculum.</p> <p>Continued development of Mastery Maths so pupils develop a deep and secure knowledge and understanding of mathematics at each stage of their learning.</p> <p>Improved outcomes in all year groups is reflected in termly analysis by SLT and Governors</p> <p>- Intervention groups are fluid- children are moveable within the groups and discussions take place regularly when assessments are carried out re impact of sessions</p> <p>High profile of reasoning element within teaching and learning reflected in outcomes - July 2019</p>	<p>Further focus on making teaching age appropriate and keeping prior learning 'bubbling'.</p> <p>Books reflect the reasoning done in lessons and children's confidence increases.</p>	<p>£2,472</p>	<p>EC, RD</p>

<p>To boost teaching of reading with particular reference to a) early reading b) phonics and c)inference within the sphere of comprehension and for additional bespoke comprehension work.</p>	<p>Release literacy coordinators to complete lesson drop ins and work scrutiny alongside SLT.</p> <p>Coordinators to plan and deliver staff CPD based on needs and check that staff are following what has been said.</p> <p>Coordinators to attend training and disseminate back to staff.</p>	<p>Reading Comprehension is a core skill. Metacognition research shows that students who are good at monitoring their comprehension know when they understand what they read and when they do not. Specific training done around inference and vocabulary- weaker areas identified in the test analysis.</p> <p>Improved outcomes in all year groups is reflected in termly analysis by SLT and Governors</p>	<p>Reading comprehension work to be made more specific and targeted on the weaker areas of performance – inference and vocabulary.</p>	<p>£7,152</p>	<p>SW, NM, SD, ET</p>
<p>Increased emphasis on desired outcomes not activity completion for TAs</p>	<p>TAs to have 15 minutes daily to discuss planning for day with class teacher.</p> <p>Increase TA hours so that 24 tasks are taken out of morning learning. All TA staff now supporting Literacy and Numeracy.</p> <p>Staff training around learning process rather than outcomes.</p>	<p>All TA staff are supporting learning in all classes. All TA staff to be focused in raising attainment by pre learning or over learning activities with children each day.</p> <p>Allocated time for children to reflect on feedback . Children provided with greater opportunity to reflect on feedback, practice skills and apply new knowledge.</p>	<p>Increase in TA hours trialed and then approved by Finance Committee of Governing Body</p> <p>Strategy worked well and to continue in 2019-20. Continue targeted support.</p>	<p>£10,150</p>	<p>Phase leaders GB, NM, SW</p>

<p>To continue to subsidise the costs for Pupil Premium interventions, lunchtime support and after school clubs</p> <p>Universal entitlement</p>	<ol style="list-style-type: none"> 1. Lunchtime and Afterschool intervention clubs (Homework for 2 terms, reading club, lego club, Thrive). 2. Lunchtime and after school activities offered by staff and bought in professionals 3. Children in Y6 trained as play leaders and reading/ maths leaders in KS1 and FS (Time out for staff to train pupils) 3. Music specialist for choir and specialist music teacher in Y1-Y6. 	<p>Opportunity for all children to access lunchtime and after school clubs, interventions and activities without cost.</p>	<p>Some after school clubs are working well.</p> <p><i>In 2019-20, we need to develop the role models for the younger children and expand the lunchtime support in this way.</i></p>	<p>£3,291</p> <p>£5,209</p>	<p>MF</p> <p>Phase leaders</p> <p>Cover costs x 2 days</p>
<p>To continue to subsidise increased costs of educational visits and first hand experiences</p> <p>Universal entitlement</p>	<ol style="list-style-type: none"> 1. Educational visits subsidised for children in all year groups. 2. Y6 residential subsidy. 3. Visitors to school to stimulate enthusiasm for learning (authors, Zoo lab, archaeologist, Eggucation) <p>School Bucket List</p>	<p>All children have the opportunity to have inspiring experiences to support their learning.</p> <p>We have created a Bucket List of all the activities we think children should experience during their years at Redscope. These goals are designed to build character and resilience in our children.</p>	<p>Strategy continues to develop and enhance the learning of the children. Further work to be done linking the subject specific skills and progression to the valuable learning experiences.</p>	<p>£10,000</p>	<p>AB,MF</p>

2. Targeted support

Action	Intended outcome	Estimated impact	Lessons learned (and whether you will continue this approach)	Cost	Staff lead
To tutor individual children or groups of children within each year group	<p>To 'close the gap', in terms of attainment and progress, in Reading, Writing and Mathematics across the Curriculum Programme,</p> <p>1. Extended focus on Early Intervention in phonic development in Key Stage One. 2. Extra support for Y6 pupils in preparation for end of Key Stage 2 assessments. 3. Additional interventions throughout KS2 – Rainbow Readers, PAT, Teodorescu, including HLTA linked to SENCo - 16 hours</p>	<p>Identified children achieve their aspirational end of year targets.</p> <p>Governing body to monitor impact on a termly basis through EMAG data and pupil progress meetings</p> <p>SW (1/2 day per week assessment) FFT system set up.</p> <p>2020 GLD Communication and Language - 77%</p> <p>Target for KS1 Phonics – 80%</p> <p>Individual flight paths set for individual pupils and challenging targets set and reviewed in Pupil Progress Meetings.</p> <p>Gap between vulnerable groups is closing and all pupils, particularly high attaining pupils, continue on their projected "flight path" or accelerate it.</p>	Action Research and EFF toolkit and case studies to determine appropriate approaches.	£27,277	GB,NM,AB,EN
Due to low language skills of pupils entering EYFS, professional support of Speech and Language Therapist and intervention support assistant bought in to EYFS.	<p>Qualified Speech and Language Therapist bought in and employed for 1 day per fortnight and a Speech Therapy support assistant employed 30 hours per week.</p> <p>Training and supporting staff with strategies to build vocabulary and to support individual pupils with bespoke SALT programmes.</p>	<p>GLD in 2019 - 74%</p> <p>GLD target in 2020 – 78%</p> <p>Exit data and termly Language Lead Report shows that pupils are closing the gap and are closer to their peers.</p>	<p>Trialed in 2017-2018 and successful.</p> <p>Hours of Speech and Language support assistant increased to 5 days per week in 2019-20</p>	£17,520	HN, DH, ET,GB

<p>To reduce pupil:staff ratios in EYFS to support our youngest children</p>	<p>To support specific groups of children and enable class teacher to undertake focussed intervention</p>	<p>GLD in 2019 - 74% GLD target in 2020 – 78%</p>		<p>£18100</p>	<p>GB (Significant percentage of cost will be offset by 30 hours funding)</p>
<p>In order to close the attainment gap and progress of our very vulnerable students, ensure that the basic needs of all children are met.</p>	<p>Revised role of Attendance Officer, 16 hours. Attendance Officer to work closely with Family Liaison Coordinators to improve attendance.</p> <p>Work with Early Help – Monthly meetings to discuss families being supported, including at Attendance Panel Meetings</p> <p>Materials sourced to explain impact of absence on outcomes for pupils.</p> <p>Review of reward system for good attendance – Parental engagement of target families improved</p> <p>Breakfast Club subsidies offered as incentive to PA children.</p> <p>Booster Club Breakfasts are free to all children in Y2 and Y6.</p> <p>Re-designation of role of 2x Family Liaison Coordinators to support</p>	<p>Weekly monitoring of Attendance</p> <p>Analysis of attendance data, looking at trends and PA category in detail in order to challenge parents</p> <p>Attendance data linked to SIMs, triggers for letters, ensuring meet legal requirements</p> <p>Understanding of types of absence and expectations- SLT, all Staff, parents (children)</p> <p>Tiered reward system Termly attendance awards</p> <p>Attendance Target 2019-20 is 96%</p> <p>Contributes to a calm and happy, positive start to the day. These children increase their attendance, achieving their aspirational targets in Reading, Writing and Mathematics at the end of the school year</p> <p>Effective safeguarding arrangements for all families.</p>	<p>Linked to DEP Priority for School Improvement Plan</p>	<p>£8112</p> <p>£1000</p> <p>£2760</p>	<p>AB, KH,AT,DM, GF</p>

	<p>increased safeguarding issues of our vulnerable families</p> <p>Inclusion Manager appointed to support children with SEMH needs, including LAC needs (Costs currently offset by bespoke funding from SEN and Virtual School)</p>	<p>Decrease in Child Protection Cases, with families supported within school or through Early Help referral and support, (school as Lead, where appropriate.)</p> <p>CPOMs used effectively to document information from multi-agency meetings.</p> <p>Vulnerable Children and their families have access to the correct range of multi-agency services to meet their needs.</p> <p>Safeguarding Audit shared with Governors in Summer Term and Annual LAC Report also shared.</p>		<p>£92,190</p> <p>£895</p>	
Total spend:				£241,550	

3. Other approaches

Action	Intended outcome	Estimated impact	Lessons learned (and whether you will continue this approach)	Cost	Staff lead
To encourage parental engagement through the opportunity to share children's learning at exhibitions, finales and workshops	<p>Family Learning workshops supported by CLC.</p> <p>Finale resources (£800)</p> <p>Cafes for all (Training, release time, resources£209)</p> <p>Parents offered opportunity to attend sessions to share children's learning and participate in family workshop</p> <p>Parents offered opportunity to be part of workshops in cafes for all initiative to support their child's learning.</p> <p>Reading FS2 2 teachers 2hpw.</p> <p>Phonics Y1 & Y2 2 teachers 2hpw.</p> <p>Y6 3 teachers 3hpw</p>	<p>Increased parental engagement in school activities.</p> <p>Parents will have a greater understanding of their children's learning and will be more able to support at home.</p>	<p>Worked well in 2018-19 and encouraged parents to work with school.</p> <p>Extended to cafes for all training in 2019-20</p>	<p>£2,400</p> <p>£209</p> <p>£2,968</p>	LR
Total spend:				£5,577	