



Limitless Possibilities!

Redbrook Hayes Community Primary School

**Pupil Premium Spending Report
April 2018 – September 2018**

Limitless Possibilities

Introduction

At Redbrook Hayes Community primary School we are committed to providing all of our learners with a high-quality, personalised provision, targeted to their needs. Access to our innovative and exciting curriculum ensures that they reach their full potential and make progress in all areas. For our pupil premium learners, we adopt a highly-focused, whole school approach with all being accountable for progress and attainment of these learners in academic and personal development.

The school receives funding, in addition to our main school funding, to ensure we provide additional support to raise the attainment of disadvantaged learners, this is called Pupil Premium. Every learner who is eligible for free school meals, or who has been in receipt of them in the last six years, receives £1320 for the academic year; these learners are referred to as Ever 6. Learners in Foundation Stage have been eligible for pupil premium since April 2015, receiving £302 per learner. Since September 2014, all learners in KS1 have received universal free school meals, meaning all learners aged 4 to 7 have a hot meal, every day, in school. Those learners in KS1, whose families are classed as disadvantaged, are in receipt of the pupil premium funding too.

It is our responsibility to ensure that we use our Pupil Premium to allocate and spend this funding responsibly. We keep this constantly under review, with a dedicated team of professionals assigned to make sure no learner is allowed to fall behind, and that every effort is made to secure their accelerated progress and close the gap between the non-premium learners. The funding for each child is deployed specifically to support their individual needs; this is accomplished through careful consideration of these needs by highly-skilled professionals. To widen the repertoire of strategies and interventions deployed, research and school based evidence is regularly analysed to ensure maximum impact is gained from these.

We work hard to forge positive relationships with families providing additional support when appropriate and ensuring that outside agency support is signposted and accessed when required. The early help action plan enables us to identify and support vulnerable children and their families quickly and efficiently, to ensure that impact on progress is minimised.

School Context

- Redbrook Hayes Community Primary School has 224 pupils on roll from Nursery to Year 6 and additional 27 learners from 2-3 in our on-site Explorers Nursery Governor-run provision.
- The number of learners eligible for Pupil Premium funding is 68
- The percentage of pupils known to be eligible for Pupil Premium in 2017-2018 was 30.5%. Nationally this is within the top 40% of schools in the country.
- Numbers of learners eligible for pupil premium does fluctuate in-year as a result of cohort and family circumstance changes.
- The school has a school deprivation indicator of 0.3, this places Redbrook Hayes within the top 40% of deprived schools in the country.
- The number of pupils entitled to Free School Meals is 27 (12%).
- The number of pupils who are looked after is 3.
- The attendance of learners on the Pupil Premium register is broadly in line with non-Pupil Premium children. Attendance is regularly monitored and reviewed through our pastoral support team meeting.

Pupil Premium Funding 2018-2019

School-Age pupils in receipt of pupil premium grant	68 pupils @ £1320	£89,760
School age children in Local Authority Case	4 pupils @ £1500 (£500 per term devolved from Virtual School)	£6,000 Not accounted through PP funding - money deployed through PEP process
Pre-school age pupils in receipt of Early Years pupil premium funding	5 pupils @ £302 (Nursery)	£1,510
Total		£93,170

Aims of Pupil Premium Spending 2018-2019

Rationale

As a result of additional Pupil Premium funding so far, the performance of our disadvantaged learners at Key Stage 2 has steadily improved, and we are proud of the progress made by all of our disadvantaged learners.

- Reading: EXS+ 64.3%
- Writing: EXS+ 71.4%
- Maths: EXS+ 80%

Specific focus on Learner Progress from Starting points (internal data)

Overall the percentage of disadvantaged learners attaining the expected standard or above in reading, writing and maths has increased from last year, although it continues to be below that of peers across school.

- Reading: EXS+ 69%
- Writing: EXS+57%
- Maths: EXS + 75%

There has also been an increase in the percentage of learners attaining GDS in Reading and Maths from 2017, with 23% disadvantaged learners attaining GDS in Reading and 35.4% of disadvantaged learners attaining GDS in Maths. There is a significant gap between these areas and writing, where only 3.1% of disadvantaged learners attained GDS, more needs to be done to address this during 2018-2019.

Aims

With this in mind, our aims when spending the Pupil Premium Funding Grant for 2018-2019 are:

- To increase the percentage of disadvantaged learners achieving the expected standard in maths, reading and writing, to narrow the gap between these learners and others nationally;
- To improve the rate of attainment in all year groups for Pupil Premium learners (no SEND barrier) to ensure they are on track to achieve at least the expected standard;
- To ensure that higher attaining learners eligible for the Pupil Premium funding, exceed age related expectations;
- To ensure all pupils, particularly those in receipt of Pupil Premium, have robust physical and emotional health, wellbeing and resilience enabling all to achieve exceptional academic outcomes;
- To increase parental engagement in learning and broaden the opportunity for disadvantaged learners to access wider learning experiences which enable learners to excel in the classroom;
- To provide opportunities for those working directly with pupil premium learners to identify, evaluate and enhance the range of existing strategies and interventions. To ensure their understanding of the principles for designing and adapting bespoke interventions, which directly impact on outcomes for learners.
- Pupil Premium Learners have high priority across the school, ensuring all stakeholders have an astute awareness of the strategies and support available for Pupil Premium learners.

Evaluation

Each project will be analysed and evaluated to measure progress and success against the targets set. A RAG rating system will be used to communicate performance.

RAG Rating	Evidence	Action
Red	Evidence suggests that the project has not had the intended impact, despite adaptations made.	Alternative provision should be researched and implemented.
Yellow	Some progress has been made towards the targets set.	Intervention should be repeated with adaptations to the programme to ensure accelerated progress can be achieved by all participants.
Green	The learners participating in the intervention have achieved the goals set. Impact can be measured and skills transferred.	Intervention should be repeated. Success should be shared through Achievement Teams to enable strategies to be utilised across school.

Review of Pupil Premium Spending

April 2018 - September 2018

Behavioural and Emotional Support

Project	Brief Description	Actual Cost	% of PP Budget	Impact
Counselling	Trained counsellor who provides individual support to our learners to support social and emotional skills. Outcomes are personalised to each child's social/emotional need.	£ 1,500	2%	Pupil and parent voice indicates that this is a highly valued service. Learners who have participated in this intervention have all achieved the targets set at the beginning of the sessions. Sessions have been extended according to need and additional outside agency support has been signposted when appropriate
				Actions: SDQs will be used for each learner accessing this support to enable progress to be measured. Closer liaison with class teacher and counsellor to establish whether skills have been transferred.
Inclusion Assistant	Full-time Inclusion Assistant working to support vulnerable pupils Targeted support to promote achievement and well being in pupils whose emotional and social needs provide barriers to their attainment. This role includes working 1-1 with identified learners, small group work on alternative curriculums, social skills and pupil mentoring.	£7,600	8%	<p>Those accessing these activities were supported to manage their emotions and to engage in learning in class over time. Behaviour was monitored through our in school system and indicated a reduction in the frequency of disruptive behaviour.</p> <p><i>Professional Feedback - June 2018 (Received during feedback review)</i> <i>The staff are fully committed to ensuring the best outcomes are achieved for each child. You all work really hard and use some great strategies and interventions to support vulnerable learners.</i></p> <p>There has been a significant reduction in permanent exclusions as a direct result of the nurture room provision.</p>
				Actions: Further enhance the role of Inclusion Assistant to support vulnerable learners to enable them to diminish barriers to their learning subsequently enabling them to make

					accelerated progress. Ensure SDQs are used to enable progress to be analysed. PIVATS PSED to track small steps progress.
Positive Play (EYFS)	Focused small group support to allow young people a space to express and communicate their ideas and feelings and difficulties in their lives, through a variety of different activities. Through structured, adult and child led, activities they learn how to work together with others, develop a resilient attitude and learn how to express their feelings in an appropriate manner.	£130	0.2%		Fewer incidents have been recorded on the class behaviour logs and learners are becoming more focused in class. In conjunction with individual behaviour charts, the identified learners are making progress in PSED areas of learning. Managing Relationships 2 out of 4 learners achieved expected outcome Managing Feelings 2 out of 4 learners achieved the expected outcome. Both learners who didn't achieve their target had individual behaviour plans to support their needs.
					Actions: Consider how PIVATS PSED can be used to track small steps in progress and analyse learner profiles to identify target areas.
ELSA Training	ELSA – emotional literacy training to support the emotional development of children and young people in school. Inclusion Assistant to participate in the 7 day training: Emotional Resilience in school; Building Resilience and Self-Esteem; Understanding Feelings, Social and Friendship Skills, Story Work, Loss and Bereavement: Puppet Work, Active Listening and Reflective Conversations and Emotion Coaching.	£750	0.8%		Training is due to commence in October 2018. Training cost has been allocated from this budget. Reflections will be made in the September 18 - April 19 spending report.
	TOTAL	£9,980	11 %		

Learning and Curriculum Support

Project	Brief Description	Actual Cost	% of PP Budget	Impact
Inclusion Lead	Dedicated time weekly to lead Pupil Premium: monitoring interventions; data analysis and strategic planning. Dedicated time to enhance and support provision for higher need PP learners, including liaising with outside agencies and parents, planning personalised provision and analysing small step data.	£12,000	13.1%	<p>Learners at risk of underachieving are tracked consistently and effectively through school, ensuring that each child has access to personalised provision suited to their needs. Through half termly PPM meetings learners have been monitored and additional provision identified to ensure their needs are met and accelerated progress.</p> <p>Learners needs are astutely met, provision is monitored and adapted according to need. Learning Mentors now attend half term Achievement Team Meetings where vulnerable learner needs are shared and strategies identified.</p> <p>Through this focused analysis the percentage of disadvantaged learners attaining the expected standard or above in reading, writing and maths has increased from last year.</p> <p>Internal Data: Reading: EXS+ 69% Writing: EXS+ 57% Maths: EXS+ 75%</p> <p>There has also been an increase in the percentage of learners attaining GDS in Reading and Maths from 2017, with 23% of disadvantaged learners attaining GDS in Reading and 35.4% attaining GDS in maths. A significant gap remains between these areas and writing</p> <div style="background-color: #92d050; padding: 5px;"> <p>Actions: Ensure fortnightly meetings with Headteacher and PP lead are scheduled to enable focused actions to be monitored, analysed and evaluated. Ensure PPMs address GDS writing needs and targets reflect this. Interventions should have a writing focus.</p> </div>
Staff release Time	Dedicated time for teachers to meet every ½ term to analyse data for their	£400	0.44%	Targets for each year group have been achieved and the gaps between pupil premium and their peers are decreasing. PP learners in some cases exceeded the initial targets set and are now working towards GDS targets. Additional

	class, set targets and identify measurable actions			<p>RADY training has been delivered by Mr Chris Gaffiney, Headteacher to ensure disadvantaged learners remain a high priority. Staff are well prepared for meetings and provide evidence to support their decisions.</p> <p>Actions: Continue with these meetings. Extend to learning mentors to ensure provision is astutely monitored by all intervention leads. Reflect on learners discussed during achievement teams for teachers and learning mentors. PPMs to be RAG rated to identify when targets are achieved.</p>
C & I Speech and Language EYFS	Time To talk programme – communication and social skills. The programme develops oral language and social interaction skills in a group setting. Skills taught include: eye contact; taking turns; sharing greetings; awareness of feelings; giving and following instructions; listening and paying attention and play skills. Small group x3 20 minute sessions per week	£375	0.4%	<p>All children made progress with their communication skills, listening, turn taking and sharing. Significant improvement in their ability to concentrate on the task.</p> <p>All 6 learners participating in this programme made progress towards the targets set.</p> <p>Listening and Attention 4 out of 6 learners achieved expected outcomes Understanding 5 out of 6 learners achieved expected outcomes Speaking 6 out of 6 learners achieved expected outcomes</p> <p>Actions: Continue with this project – consider using PIVATS to monitor small steps in progress.</p>
C & I: I Can EYFS	I Can – speech and language intervention to support our learners in our nursery setting with communication skills. Throughout this intervention there is an additional focus on managing behaviour and emotions and making relationships.	£375	0.4%	<p>This intervention enables learners to develop crucial communication skills which are built on throughout nursery. All learners have made progress</p> <p>Actions: Continue with this project – consider using PIVATS to monitor small steps in progress. Use the baseline assessment to ensure gaps in learning can be efficiently identified and provision planned.</p>
Phonics EYFS		£375	0.4%	Learners have enjoyed accessing this App. All learners are now secure with phase 2 and are moving onto phase 3 sounds.

	Purchase Nessy Hairy Phonics Apps for iPads to consolidate phonics learning through a multisensory approach.				Actions: Monitor progress of learners using the App to develop phonic knowledge with Phase 2 and Phase 3 sounds.
Reading Support	To accelerate progress for our PP learners during guided reading sessions. Focused activities and groups are supported by a Learning Mentor	£1475	1.5 %	Overall the percentage of disadvantaged learners attaining the expected standard or above in reading has increased from last year, although it continues to be below that of peers across school. Reading EXS+69%. The vast majority of disadvantaged learners have made at least expected progress from their starting points in reading 86.2% 15.4 % of disadvantaged learners made greater than expected progress from their starting points.	
					Actions: Ensure through PPMs and achievement team meetings that alternative methods for teaching reading skills are explored (modelled reading, inference training etc). Continue to share good practice identified through PP monitoring with colleagues.
ICT resources	IDL Literacy Programme. Individualised programmes for learners to accelerate reading and spelling progress	£400	0.4%	IDL programme has consistently delivered x3 week, with additional sessions covered during guided reading. Learners	
					Actions: Continue to use this programme for PP learners identified during PPM meetings.
Reading and Writing Project	Reading and writing programme delivered by a teacher to accelerate progress for higher learners 12 week intervention. Learners accessed highly personalised learning programmes to accelerate progress and narrow the gaps, maximising the potential to reach expected and greater depth attainment levels.	Sep – Apr 18 costing plan		The majority of learners accessing additional writing support achieved the small steps targets set. These were then presented as evidence during Pupil Premium Meetings and were identified on writing trackers. Progress for learners is in line with peers, however attainment is still below expected levels.	
					Actions: Ensure through PPMs progress and attainment are carefully monitored and adaptations to provision and astutely made.
	TOTAL	£ 15,400	16.5 %		

Enriching Learning Support

Project	Brief Description	Actual Cost	% of PP Budget	Impact
Enhancement Days	Wide range of targeted curriculum enrichment and enhancement activities.	£200	0.2 %	Pupils thoroughly enjoy enhancement days, contributing to their growing confidence and developing self-esteem. Attendance for all three days was 97% compared a daily average of 96%
				Actions: Continue to ensure all learners have access to a broad curriculum
Education Visits	Provide funding to cover the cost of enrichment	£1000	1%	Evidence shows that all learners have the opportunity to experience a wide range of activities throughout their school journey. When collating a picture of our Pupil Premium learners, it was evident that a high percentage of our pupils only accessed trips through school led excursions.
				Actions: All learners were able to attend educational visits enhancing and enriching their life experiences
Forest School	Forest School is an inspirational programme, which offers learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.	£1,000	1%	100% of learners attending the Forest School programme achieved the individual targets set. Participation in this programme ensured that all learners had the opportunity to experience in an alternative curriculum. Social and emotional barriers were reduced and learners with Social targets were able to successfully socialise with their peers. Behaviour logs indicate a reduction in low level disruptive behaviours in the classroom.
	Forest School is a specialised learning approach that sits within and compliments the wider context of outdoor and woodland education.			Actions: SDQs will be used for each learner accessing this support to enable progress to be measured. Closer liaison with class teacher and counsellor to establish whether skills have been transferred.

					Consider using PIVATS PSED to monitor and report on small steps progress.
Lego Play Lunchtime Provision	A lunchtime club supporting a group of vulnerable learners developing social and communication skills.	£ Allocated in Inclusion Assistant Funding		Identified learners have had the opportunity to join a lunchtime club or access adult led activities in the nurture room. This has enabled learners to socialise in an encouraging and supportive environment. Providing learners which this opportunity has reduced the frequency of inappropriate behaviour during unstructured times. This has enabled learners to be successfully integrated with their peers reducing the number of incidents at playtimes.	Actions: Continue to offer this provision to support learners with social and emotional needs. This provision has been particularly effective for our learners with an ASC diagnosis.
	TOTAL	£2,200	2.2%		

Family Support					
Project	Brief Description	Actual Cost	% of PP Budget	Impact	
Attendance	Attendance manage attends monthly Pastoral Support Team Meetings. Attendance figures for vulnerable learners are shared and appropriate actions put in place.	£400	0.4 %	Attendance for all learners is carefully monitored and any late/persistent absences are quickly identify and actioned. Close liaison with outside agencies ensures that families are supported.	Attendance
					Actions:

					Continue to carefully track attendance through PST meetings to enable proactive steps to be taken to prevent learners missing learning opportunities.
Family Support	Providing support for PP families to attend school and engage in wider school activities (taxi, clothing, school meals).	£500	0.5 %	Funding support ensured that learners were in school on time and attendance was 100%. Vulnerable learners have received a personalised approach to ensure their needs have been met.	
					Actions: Continue to provide this provision.
Family learning Project	A creative approach to engaging families in their child's learning which empowers parents and increases their confidence in their ability to contribute to their children's education. Project Focus: Cooking together	£2500	3%	A project which enabled learners and their family to work together to prepare and cook a range of new dishes. Families were provided with the ingredients to replicate the recipes at home. <i>'I loved this project, I feel far happier coming into school and would love to do another family learning project.'</i> <i>'I have enjoyed working with my daughter – it was a really special time.'</i> Feedback from parents and pupils was extremely positive. This was reiterated by a Community Champion from Tesco who came to observe the project.	
					Actions: This project is due to commence in October 2018.
CPD Training	Curriculum Outdoors comprises of three separate days of hands on training. It is intended to utilise this training to deliver outdoor activities in our Family Learning Project.	£75	1%	Curriculum outdoors comprises of three separate days of hands on training, and aims to equip anyone who works with children or young people in an educational setting with the skills to utilise the outdoors.	
	TOTAL	£ 3,475	1.3 %		Actions: Outdoor Family Learning Project is due to be implemented during the Spring term.
	TOTAL SPEND April 2018 – September 2018	£31,055	31%		

Evaluation of Spending

April 2018 - September 2018

Evidence Stream (Accelerated Reader, in house data, external data – SATS)

Through focused and personalised provision the percentage of disadvantaged learners attaining the expected standard or above in reading, writing and maths has increased from last year, although it continues to be below that of peers across the school.

Pupil Premium Meetings every half term have ensured that measurable targets have been set, monitored and analysed. Evidence is presented at each meeting to identify and through in depth discussions a greater understanding of each learner and their needs has been achieved.

Pupil Premium Learners have remained a high priority for every teacher and learning mentor, with a significant focus on ensuring that learners are achieving GDS standard. There has been an increase in the percentage of learners attaining GDS in Reading and Maths from 2017, with 23% of learners attaining GDS in Reading and 35.4% in maths. Writing remains an area for development, particularly for learners achieving GDS

Family Learning Project was extremely successful; parents thoroughly enjoyed the project and as a result of it one parent is now volunteering in school. The project will be repeated throughout 2018-2019 with varying foci.

Access to an alternative provision and nurture room has ensured that through bespoke and carefully planned provision, learners are developing strategies to manage their emotions and are becoming more able to regulate their behaviour. There has been a considerable reduction in the number of red cards issued and identified learners accessing additional support are spending increasing amounts of time in the classroom. Lego Play has had a significant impact on some of our learners, particularly those children with an autism diagnosis. Continued enhancement of our pastoral provision has enabled social and emotional barriers to be reduced and learners with Social targets have been able to successfully socialise with their peers.

The implementation of our inhouse counselling service has provided our disadvantaged learners with an avenue to work through any emotional or social difficulties which may be a barrier to learning. Feedback from teachers has been positive with a noticeable improvement in behaviour and attitude to learning. Parents have also provided extremely positive feedback and are now asking for additional support which is another step in building relationships with parents.

Learners have had access to a wide range of enrichment activities which have had a positive impact on attendance, pupil wellbeing and life experiences. This is an area we will continue to develop to enhance the learning adventure for a PP learner attending Redbrook Hayes.

Proposed Aims for Future Pupil Premium Spending

September 2018 – April 2019

- As a result of the positive impact and accelerated progress made by our PP learners we will continue to implement the focused interventions and strategies deployed this year. Adaptations as identified on this plan will be implemented to ensure interventions are highly effective.
- The vast majority of learners in receipt of pupil premium attain at least the expected standard in reading, writing and maths. A significant proportion of disadvantaged learners (exceeding that of others in-school and nationally) make greater than expected progress given their starting points.
- All learners in receipt of pupil premium make at least expected progress from their starting points, with many making accelerated progress in reading, writing and maths to ensure that the targets for attainment are met rapidly.
- Pupils in receipt of pupil premium funding will have robust physical and emotional health, wellbeing and resilience.
- The Pupil Premium Leader, Leadership Team and Pupil Premium Governor, alongside the whole Governing Body, will ensure the whole school vision continues to be shared with all stakeholders in our relentless pursuit to ensure impactful provision for our Pupil Premium Learners.
- The impact of employing a qualified teacher to design, deliver and review bespoke interventions for learners in receipt of the pupil premium ensures that all targets set for attainment and progress above are realised within a rapid timeframe, narrowing the gap between disadvantaged learners and their peers in year.
- All those involved in designing and implementing bespoke interventions for learners in receipt of pupil premium are adept at evaluating the impact of their work, and are constantly revising and evaluating this to ensure high-impact on outcomes for learners.
- Parents and carers are increasingly engaged in the learning process in school, and do everything possible to support their child in making progress in learning and beyond
- Parents and carers of learners in receipt of pupil premium funding will be aware of how this funding is being spent to directly to support their child in school.
- Learners in receipt of pupil premium will not disadvantaged in any way from the enriching learning opportunities offered in school and beyond.
- Utilise a rigorous and thorough assessment system for all of our Pupil Premium learners.
- Innovative and creative opportunities to broaden learning experiences will continue to be researched and implemented to ensure all of our learners have access to a broad, exciting and engaging learning adventure.
- Social, emotional and academic barriers to learning will be reduced through the Early Years Family Support Worker Role. **Families will be engaged and supported from birth** to enable positive relationships to be forged from an early age; parents will be able to access early health care and advice in school.
- Research and implement innovative programmes to accelerate progress and maximise attainment in core subjects.