

## Premium Strategy Statement 2019-2020

Version 1

1. Summary information					
School	Redcastle Family School				
Financial Year	2019-2020	Total PP budget	£89640	Date of most recent PP Review (informal)	Autumn 2018
Total number of pupils	229	Number of pupils eligible for PP	68	Date for next internal review of this strategy	Summer 2019

2. Current attainment and progress		
<b>EYFS 2019-20</b>	<i>Pupils eligible for PP (Nat)</i>	<i>Pupils not eligible for PP (Nat)</i>
% of pupils achieving a good level of development (GLD)	50% (57%)	60% (72%)
% of pupils achieving at least the expected standard in Reading	50%	91%
% of pupils achieving at least the expected standard in Writing	50%	82%
% of pupils achieving at least the expected standard in Numbers	63%	91%
<b>Year 1 Phonics 2019-20</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% of pupils achieving the expected standard in Year 1 Phonics	56%	95% (82%)
<b>KS1 2019-20</b>	<i>Pupils eligible for PP (Nat)</i>	<i>Pupils not eligible for PP (Nat)</i>
% of pupils achieving at least expected standard in reading	18% (63%)	63% (75%)
% of pupils achieving at least expected standard in writing	27% (55%)	84% (70%)
% of pupils achieving at least expected standard in maths	9% (63%)	53% (76%)

<b>KS2 2019-20 (provisional ASP data)</b>	<b><i>Pupils eligible for PP (Nat PP 2016)</i></b>	<b><i>Pupils not eligible for PP (Nat Oth 2016)</i></b>
% of pupils achieving at least expected standard in reading	50% (64%)	50% (75%)
% of pupils achieving at least expected standard in writing	87% (67%)	64% (78%)
% of pupils achieving at least expected standard in maths	62% (64%)	63% (76%)
% of pupils achieving expected standard or above in R/W/M	42% (51%)	50% (64%)
Average progress score in reading	50%	
Average progress score in writing (TA)	88%	
Average progress score in maths	63%	
<b>3. Barriers to future attainment (ie those characteristics which pupils eligible for PP are more likely to display)</b>		
I = In-school barriers ( <i>issues to be addressed in school</i> ) E = External barriers ( <i>issues to be addressed with partners outside school</i> )		
<b>A.</b>	Communication skills, especially the development of early oral language, tend to be lower for pupils eligible for PP than for other pupils, which slows progress in other years. (E/I)	
<b>B.</b>	Reduced reading comprehension due to limited receptive vocabulary and diminished inference and deduction and lower rates of home reading (E)	
<b>C.</b>	Lack of writing skills and grammatical knowledge due to limited language modelling and acquisition (E/I)	
<b>D.</b>	Reduced social and emotional development of PP pupils impacts on their readiness and willingness to learn (E)	
<b>E.</b>	Reduced reasoning skills due to delayed language acquisition, resulting in lower attainment in maths compared to 'Other' children nationally (E/I)	
<b>F.</b>	Lower levels of confidence, self-esteem and resilience, especially in formal learning environments (E/I)	

<b>G.</b>	Limited life experiences and access to learning resources out of school (E)
<b>H.</b>	Relative lack of aspiration in pupils, families and staff (E/I)
<b>I.</b>	Attendance (E)
<b>J.</b>	Mental Health & Emotional Stability (E/I)

#### 4. Individual barriers to future attainment

I = In-school barriers (issues to be addressed in school) E = External barriers (issues to be addressed with partners outside school)

<b>K.</b>	Reduced parental engagement and enrichment/ aspirational opportunities and experiences. €
<b>L.</b>	Level of challenge/ expectation for more able learners for Writing & Maths. (I)

4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
<b>A.</b>	Improved language acquisition during early years, measured using the EYFS framework	75% of PP learners make GLD. 85% PP children reach Green level on WELLCOMM assessments.
<b>B.</b>	Increase the % of PP pupils in the middle and high prior attainment bands (from EYFS and KS1 starting points) achieving the expected (and higher) reading standard, to at least in-line with National 'Other' data.  Reduce the gap between PP and NPP who achieve national standard for phonics.	Average progress for reading at end of KS2 : 0.31 (National) Average progress for Writing at end of KS2 : 0.24 (National) Average progress for Maths at end of KS2 : 0.31 (National)  All children in line with national 82% Yr 1 Phonics
<b>C.</b>	Increased proportions of PP pupils attaining ARE in moderated writing assessments in all year groups.	PP achieve 70% + EXS for writing at end of Ks1  PP Achieve 85% EXS + in all KS2 Year Groups

D.	Improved positive learning behaviours e.g. confidence in talking about learning, participation in lessons, readiness to learn are evidenced increasingly during formal monitoring and conversations with pupils (some video recorded).	PP pupils will have reduced the gap comparably between PP and non PP. THRIVE All PP pupils are reaching age appropriate levels in EYFS (Thinking 18 months to 3 years) KS1 (Power & Identity 3-7 Years) and KS2 (Skills & Structure 7 – 11 Years).
E.	Greater capability in reasoning in Maths resulting in an increase in PP children achieving expected standards in maths at all Key Stages, but especially KS2, when completing e.g. NFER and termly progress tests.	Year 6 Overall Attainment: 86% EXS + (GDS – EXC: 14/30 46%) Year 5 Overall Attainment: 80% EXS + (GDS – EXC: 16/30 53%) Year 4 Overall Attainment: 85% EXS+ (GDS – EXC: 14/26 31%) Year 3 Overall Attainment: 95% EXS+ (GDS – EXC: 7/32 22%) Year 2 Overall Attainment: 86% EXS+ (GDS – EXC: 4/29 14%) Year 1 Overall Attainment: *Move 70% to 80% EXS+ (3 Children) (GDS – EXC: 1/30 3%)
F.	Pupil feedback forms from targeted pupils show improved outcomes for PP children in comparison to NPP peers.	See SIDP Targets Impact of Education.
G.	Parents engaging with school staff in developing learning partnership between home and school, to include increased home reading, homework completion and attendance at information events / on school visits.	Increased attendance of Parent events from 2019 year to 2020 year.
H.	Parent questionnaires show increased aspiration through specific questions over a given period e.g. “What would you like your child to do when they leave school?” a) Begin paid work b) Go to college c) Complete an apprenticeship d) Go to university e) Start a business f) Other .....	Parental questionnaire analysis will show a significant amount of aspirations
I.	Increased attendance to ensure maximum impact of learning and improved outcomes in comparison to NPP peers.	PP pupils in line or above national % for attendance figures of NPP peers.

J.	Improved mental well being and resilience identified through soft targets and THRIVE data compared to NPP peers/.	THRIVE All PP pupils are reaching age appropriate levels in EYFS (Thinking 18 months to 3 years) KS1 (Power & Identity 3-7 Years) and KS2 (Skills & Structure 7 – 11 Years).
K.	Increased aspirational opportunities and additional parental engagement to ensure social and emotional Levels similar to NPP peers.	
L.	Level of progress for Writing and Maths of more able learners in line with NPP peers nationally.	100 % of GDS PP children reach GDS standards in writing and maths.

## Pupil Premium Strategy Version 1

### Academic Year 2019-20

This document outlines the predicted spending of the Pupil Premium Grant (PPG) for the current academic year. The items/projects have the potential to change over the year depending on termly reviews. Thus leading to the spending forecasted on this document to change. Rectifications will be made on the end of year evaluation document.

**Total Estimated Pupil Premium Grant = £89640**

Year Group/Key Stage	Item / Project	Estimated Cost	Intended Outcome	Actual Outcome
Whole School	<b>Pastoral Manager</b> - Pupil/Parent Mentoring, Pastoral Care, Absence & Punctuality, Child Protection <b>D,F,H,I</b>	70% of JH £18,732	To ensure that pupils develop good learning attitudes and take responsibility for their own behaviour as well as supporting families with home-life difficulties to ensure that pupils can come to school emotionally ready to begin the day's learning.	

	<b>Thrive Management Time SLT</b> Associate Assistant Head release time to manage and report on Thrive D,F,H,J		To work with the assessment coordinator to identify where PP children are not making as much progress as their peers. <ul style="list-style-type: none"> <li>- Improve attendance to 96%</li> <li>- Behaviour incidents to reduce by 50% half termly per pupil</li> </ul>	
	<b>Thrive Specialist Staff Member</b> (Allocated times for specialist TA to work with children who have behavioural needs) D,F,H,I,J	Subscription & Training £2256.80	To enable children to accelerate the development of emotional intelligence and improve behaviour in school and at home. Measurable by reduced consequences and time-outs for targeted pupils. <ul style="list-style-type: none"> <li>- 100% of pupils to show improvements on Thrive exit assessments</li> <li>- 50% reduction on behavioural incidents per half term</li> </ul>	48/55 87% have made significant progress within school with regards to social and emotional development.
	<b>Curriculum Enhancement</b> (visitors, workshops, arts week, % of sports week, quiz club, collapsed curriculum days, library books, subsidies to visits) B,C,D,E,F,H	TBC September 2019	To provide extra-curricular opportunities that raise engagement in school participation and a thirst for learning. <ul style="list-style-type: none"> <li>- 100% participation from pupils</li> <li>- 100% of pupils surveyed to show positive engagement</li> </ul>	100% pupils have attended various curriculum events established through the schools new curriculum so far this academic year.  Attendance for all pupil premium pupils is above non pupil premium pupils and 96 % for the autumn term.
	<b>1 x Pupil Premium HLTA KS2 (50%)</b> HLTA with specialist training on best practice for working with Pupil Premium children A,B,C,D,E	£9080	To provide specific and targeted interventions for Pupil Premium children across KS2 (particularly Y6) to close the gap. To accelerate progress of Pupil Premium children so they make more than expected progress in Reading, Writing and Maths <ul style="list-style-type: none"> <li>- To accelerate progress to greater than 1 half term for each pupil.</li> <li>- To close to gap towards 65 - 85% attainment.</li> </ul>	Maths End of KS2 results: 88% achieved ARE (National 84%). PP achieved greater percentage of Children at GDS than whole school (25% > 17%) Current internal data: PP are equal in attainment to NPP (ARE 75% & GDS 9%) Reading End of KS2 results: PP performed below NPP at both ARE and GDS. (All results below national) Current internal data: PP exceeding NPP at ARE and equal at GDS (93% & 40%) Writing

				PP exceeded NPP with 88% at ARE (School 67% National 84%). Current internal data: PP exceeding NPP 73% (NPP 66%)
<b>OUP Online Reading Subscription</b> Online reading books with linked learning resources which can be used in school and at home as homework <b>A,B,C,D,E</b>	£596.15  £178.8 (30%)	To provide new, up-to-date reading/phonics resources from FS2 to KS2. Children can access these online at school and home -provides pupils with wide range of online reading material  - 100% of pupils surveyed to show positive engagement and learning outcomes		
<b>Breakfast Club + After School Club Subsidy (50%)</b> Subsidy provided to reduce costs for pupil attendance <b>A,B,C,D,E,F,G</b>	TBC September 2019	To promote attendance and provide children with breakfast to prepare them for learning.  - Aim for 96% attendance		This objective has been postponed to prioritise the development of the Autistic SRB with NCC.
<b>Arts/PE Participation Clubs</b> Fully subsidised after school clubs held throughout the year accessible to all children <b>A,B,C,D,E,F,G</b>	TBC September 2019	To provide extra-curricular opportunities that raise engagement in school participation within the arts and sports		School has completed the following clubs:  - ICT Club - HW/ Reading Club - Music/ Sing club - Art club booked for Spring 2 - Cooking Club.  Sports Clubs Include:  - Games - Netball - Football - Dodgeball - Multiskills
<b>SEND &amp; Safeguarding Lead (40%)</b> SEND intervention and implementation. FSP coordinator and family support advisor <b>E,F,G,H</b>	£20965.60	To work with outside agencies to identify where SEND and vulnerable PP children are not making as much progress as their peers. Successful coordination of FSP's to ensure smooth liaison with families		Hi James  There are 12 SEND pupils that are PP.  All are making progress and are either ARE or making progress for them and their needs.

				<p>In addition to this there are 14 vulnerable pupils that are PP</p> <p>Vulnerable meaning:-</p> <p>Family Support Process either in place/to be in place/within the last 6 months</p> <p>Child in Need</p> <p>Families refusing an FSP and that do not meet the Threshold criteria but supported informally through school with meetings, risk assessments and action plans</p> <p>Children have timely access by Mrs Denty to support them in meeting their emotional needs. External agencies are coordinated by Mrs Denty and play an active role in supporting children with a myriad of challenging circumstances (Educational Psychologist, Occupational Therapist, Speech &amp; Language Therapist, Early Childhood and Family Service, health visitor etc)</p> <p>Through classroom observations pupils have started to display resilience in their learning and greater confidence, this is evident in their work and relationships within school.</p> <p>Families have increased understanding and support to build children's self-esteem and resilience at home, and in wider life situations.</p> <p>Identified PP showed greater readiness to learn, with physical needs being met and emotional needs addressed through shared working (Individual case studies) Improved peer relationships, fewer conflicts at break times have positively impacted in children's ability to settle and learn. Children are empowered to resolve</p>
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				<p>conflict with greater independence, increasing self-esteem and self-worth.</p> <p>The above is evidenced through discussion and logs with the families, home visits, Circle times, time to talk sessions, Thrive, Tapestry observations and monitoring by Mrs Denty</p>
	<p><b>Specialist Music Provision 33%</b> Subsidised half termly teaching and after school clubs held throughout the year accessible to all children.</p> <p>Additional singing club after school <b>E,F,G,H</b></p>	<p>£1811.70</p> <p>£39 per session x6 Spring 1 £234</p> <p>£39 x 5 Summer 1 £195</p>	<p>High quality music education provided by Norfolk Music Hub</p> <p>Entry into regional Choir competition</p>	
	<p><b>'Challenging Learning' CPD (25%)</b> CPD for Teachers and TAs based on the challenge curriculum including training on effective questioning, metacognition, challenge based activities etc. <b>F,G,H</b></p>	<p>£2250</p>	<p>Training for class teachers based on how to challenge pupils and training on metacognition to improve pupils understanding of how to become effective learners. Pupils should improve strategies on how to learn e.g. what to do if they are stuck, how they can learn more effectively in class by finding strategies unique to them.</p>	<p>Training Completed: Impact includes increased</p>
Foundation Stage 2	<p><b>EYFS Provision</b> - Indoor/Outdoor Areas for pupils <b>A,B,C,D</b></p>	<p>£3600</p>	<p>To provide a richer learning environment in order to improve outcomes for all children.</p> <ul style="list-style-type: none"> <li>- Resource outdoor area in order to improve children's learning experiences. Make learning zones (numbers, communication &amp; language etc. for different EYFS goals to target needs of PP pupils.</li> </ul>	<p>77% made GLD 2019-2019. Equivalent predictions expected for this year.</p> <p>4 pupil premium children, from this point in the year all are predicted to achieve GLD (100%)</p>

			<ul style="list-style-type: none"> <li>- 100% of pupils to participate in outdoor area</li> <li>- GLD to improve by 10%</li> </ul>	
KS1	<b>Phonics training for KS1 (33%)</b> Specialist training to support development of phonics across Key stage A,B,C,D	£316.80	To provide improved reading fluency -developing reading confidence through staff having specialist training to deliver quality phonic sessions	81% achieved Phonics standard 2019.  84% predicted to achieve standard in 2020.
	<b>Additional Phonics Group (10%)</b> Specialised phonics group led by experienced SLT member. A,B,C,D	Pastoral Speech Manager £2676	Target phonics group focusing on Pupil Premium pupils to improve reading fluency, develop reading confidence and encourage a life-long love for reading. Target 85% of all pupils to pass phonics screen	12/14 86% of PP children achieved phonics standard. Those that did not are highlighted with specific SEN provision.
KS2	<b>After-school SATs club + SATs (33 %) Breakfast Club</b> Resource for club held twice a week in the Spring term for a total of 2 ½ hours weekly after school Breakfast club time total of 2 ½ hours on SATs week A,B,C,D,E,F,G	£300  £90	To raise attainment in Maths and English, for PP children in order to achieve at least 65 - 85% ARE  To close the gap and accelerate progress in Reading, Writing and Maths by making at least 2 points progress over one half term (Scholar Pack)	Maths End of KS2 results: 88% achieved ARE (National 84%). PP achieved greater percentage of Children at GDS than whole school (25% > 17%) Current internal data: PP are equal in attainment to NPP (ARE 75% & GDS 9%) Reading

	<b>3<sup>rd</sup> Space Maths Intervention (33%)</b> Targeted online maths intervention <b>B,E, F</b>	£136	To raise attainment in maths for children who require tuition on specific areas of maths determined by their class teacher/pre-assessment. Selected children should: <ul style="list-style-type: none"> <li>- Show improvement in specific targeted areas through in school assessment system (NFER)</li> <li>- Targeted Year 6 pupils should achieve 100 in standardised SATs score</li> </ul>	End of KS2 results: PP performed below NPP at both ARE and GDS. (All results below national) Current internal data: PP exceeding NPP at ARE and equal at GDS (93% & 40%) Writing PP exceeded NPP with 88% at ARE (School 67% National 84%). Current internal data: PP exceeding NPP 73% (NPP 66%)
	<b>KS2 High Attaining Maths &amp; Writing Club (Assistant Head)</b> Afternoon groups targeting Maths <b>A,B,C,D,E</b>	£3996.50	To target a focus group higher attaining children in order to challenge pupils and ensure they make above average attainment	88% of disadvantaged achieved EXS with an average scaled score of 104.4. This is above the national average.
	<b>Project X Inference Reading (33)% Intervention.</b> Reading Intervention delivered within guided reading to improve inference. <b>A,B,C,D,E</b>	£1423.85 £469.90	To target low achievement in reading inference in vulnerable groups highlighted in end of year statutory assessments.	Summer 2019 End of year results all year groups apart from Year 6 highlighted PP working at or above NPP for Reading and that these figures were ontrack to reach 85% by end of KS expectations.
	<b>Additional Year 6 TA (33%)</b> TA supporting Pupil Premium + Children with SEN <b>A,B,C,D,E</b>	£4201	To support children with individual needs and to target PP pupils who are working below ARE to make more than expected progress in RWM in order to close the gap to national standards.	See above results.
<b>Total Predicted Expenditure</b>			<b>Pupil Premium Forecast</b>	
PP = Pupil Premium (%) = Proportion of Pupil Premium money being spent relative to total cost of item ARE = Age Related Expectation				

Cookery