



Redbridge Primary School Pupil Premium Grant - Overall Rationale

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and to help close the gap incrementally between them and their peers.

Redbridge Primary School is a three-form entry, expanding to four form entry school in Redbridge. We have a Nursery offering morning sessions and afternoon sessions. From September 2020 we also aim to offer full time provision for some parents who request it. We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. We passionately believe that any one of us is capable of anything we set our mind to! Pupil premium funding represents an important proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be poverty of expectation and aspiration - and so we are determined to create a climate that does not limit a child's potential in any way.

Objectives of the Pupil Premium

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups but also to ensure that all children are high attaining.

As a school we are developing an excellent track record of ensuring that pupils make good/outstanding progress, but historically levels of attainment have been lower for FSM (eligible for free school meals) particularly at the Higher Standard and Greater Depth. This is also a national trend. Through targeted interventions we are working to eliminate all barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations and above as they move through the school.

We have analysed our data thoroughly and have made use of a range of research, such as, good practice in using pupil premium funding, the Sutton trust research on within school variance and the Sutton Trust toolkit, to inform our decision making. In addition to this we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

Through the strong and effective vision and values that the school has in place we will provide a culture where:

- *staff believe in ALL children*
- *there are “no excuses” made for underperformance*
- *staff adopt a “solution-focused” approach to overcoming barriers*
- *staff support children to develop “growth” mind sets towards learning*

Analysing Data

We will ensure that:

- *all staff are involved in the analysis of data and attend regular pupil progress meetings to be held throughout the year where a specific lens will be placed on the vulnerable groups of children such as FSM/ PP and their performance will be monitored and staff will be held to account for their progress.*
- *all staff are fully aware of strengths and weaknesses across the school*

Identifying vulnerable groups of pupils:

We will ensure that:

- *We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective in the Identification of targeted groups of Pupils*
- *ALL teaching staff and support staff are involved in analysis of data and identification of pupils*
- *ALL staff are aware of and can easily identify who pupil premium and vulnerable children are*
- *ALL pupil premium children benefit from the funding, not just those who are underperforming*
- *Underachievement at all levels is targeted (not just lower attaining pupils)*
- *Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....”*

Improving Day to Day Teaching:

We will continue to ensure that all children across the school receive good quality first teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- *Set high expectations*
- *Address any within-school variance*
- *Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading*
- *Share good practice within the school and draw on external expertise*
- *Provide high quality CPD*
- *Improve assessment through joint levelling and moderation*

Increasing learning time

We will maximise the time children have to “catch up” through:

- *Improving attendance and punctuality*
- *Providing earlier intervention (KS1 and EYFS)*
- *Extended learning out of school hours*
- *Early mornings and after school Going the Extra Mile*

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

We are determined to ensure that the percentage of children working at and above age-related expectations continues to increase and our assessments are being altered to fit the changing curriculum. We will be focussing on child-led learning and children learning in a social context.

Barriers to learning for “disadvantaged” pupils at Redbridge Primary School

Our disadvantaged pupils **MAY** face one or more of the following barriers to learning:

- Parents’ low levels of spoken or written English means that support with homework and models of a high standard of English at home is limited
- Opportunities for enrichment activities may be limited
- Well-being, confidence and engagement
- Gap between higher attaining pupil premium children and their peers.

Strategy: Our approach to PP spending at Redbridge Primary School

To accelerate progress across the school through:

- Providing additional teaching support, including giving identified children targeted support
- Extending the wider curriculum and providing enriched experiences to develop resilience and provide meaningful opportunities, and develop enthusiasm for learning and engagement, including trips, and instrumental and music tuition
- Appointment of a Pupil Premium champion from the SLT to ensure spending is effective and incremental progress is made by all targeted children

Number of pupils and pupil premium grant received in the last three years:

Date	Amount of funding allocated	Numbers of children	Numbers of children on roll	Amount per pupil
2018-19	£77,880	59	812	£1320
2019-20	£69,960	53	775	£1320
2020-21	£78,010	58	795	£1345

Review and priorities going forward:

Review of provision for 2019-20: (see attached sheet)

Priorities for Provision in 2020-21: (See attached sheet)