

Redbridge Primary School Pupil Premium Grant

Expenditure Report:

2017-2018

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap 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. 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 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 + 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.

Key Principles

Identification of Pupils

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 so
- that they are fully aware of strengths and weaknesses across the school
- We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in analysis of data and identification of pupils
- ALL staff are aware of 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 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 and above continues to increase and our assessments are being altered to fit the new curriculum. We will be focussing on child-led learning and children learning in a social context.

Number of pupils and pupil premium grant received (2017-18)

Total number of pupils on roll	812
Total number of pupils eligible for PPG	64
Amount of PPG received per pupil	£1320
Total Amount of PPG received	£80520

Review of Provision 2017 -18

Item /project	Objective	Evaluation
Creative and flexible use of teaching and support staff in class and also including additional intervention (group and individual)	A strategy to ensure long-term development of core skills and accelerated progress.	As our greatest expenditure, we see our greatest impact. Each year group reflects that Pupil premium children make excellent progress and on the whole in line with their non PP peers. We have two focus areas that we will look at across next academic year and that is the progress of PP children in maths in Years 3 and 4.
Lexia literacy programme to develop phonic awareness and reading skills	To impact directly on Improved reading fluency	The Lexia programme has been very successful at improving fluency and comprehension/
Learning mentor as school pupil premium champion	Specific interventions and support for pupils and families to promote engagement in learning and enrichment activities.	Our Learning mentor works with focus families and focus children through morning clubs, after school clubs and lunch time provision, ensuring children have optimum SEMH conditions for learning and that the family have a key adult to communicate with. There is a sense of real partnership with the school and the key families.
Instrumental music tuition	Extension of the Wider Opportunities from Redbridge Music Service to include the provision of free instrumental tuition. Instruments provided and tuition is free.	Increase in confidence and self-esteem both S&L and performance in front of peers. Improved knowledge in music and ability to play an instrument
Pupil Conferencing Teachers meet with PP pupils half termly to focus on pupil needs and achievements.	Children to be able to identify their achievements and celebrate these with parents and peers. Pupils to be able to identify what their next steps	Pupils can clearly articulate their targets, targets to be monitored closely and talk confidently about their achievements – evidenced

	are	through pupil interviews, book scrutinies, parent consultation meetings
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Funding Priorities – 2018- 19

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

Number of pupils and pupil premium grant received (2018-19)

Total number of pupils on roll	812
Total number of pupils eligible for PPG	59
Amount of PPG received per pupil	£1320
Total Amount of PPG received	£86,000

Record of PPG spending by item / project 2018/19

Item /project	Cost	Objective
1. Intensive English and Maths interventions for pupils in all year groups with experienced teachers	£59,000	A strategy to ensure long-term development of core skills and accelerated progress.
2. Specific professional learning opportunities for teachers, including: peer learning, research lessons, triads, school visits, network moderation meetings	£4,500.00	To impact directly on teaching and learning through learning- focused staff professional development that happens on a day-to-day basis.

3. Learning mentor as school pupil premium champion	£1,200	Specific interventions and support for pupils and families to promote engagement in learning and enrichment activities.
4. Specialist support teacher for children with social, emotional and behavioural difficulties	£13,653	To work in partnership with children families to promote engagement in school and enable children to effectively access all learning opportunities.
5. Achievement for All project	£1,800.00	Cover for differentiated and structured conversations with parents of focus pupils.
7. Financial support for enrichment activities	£3,000.00	Enable vulnerable pupils to have access to a range of enrichment activities to support their learning, well-being and development.t
8. Year 2 & Year 6 Booster Group Club Breakfast	£300.00	To support early morning literacy & numeracy skills and healthy start to the day.
9. Progress review cover	£2,100.00	Cover for progress review Year Group meetings that discuss all PP children.
Total PPG received	£86,000	
Total PPG expenditure	£85,553	

PPG remaining