



Pupil Premium Strategy Statement 2020 - 2021

School overview

Metric	Data
School name	Reddal Hill Primary School
Pupils in school	420
Proportion of disadvantaged pupils	36%
Pupil premium allocation this academic year	£187,589
Academic year or years covered by statement	2020 - 2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Mrs. A. Bashir-Pugh
Pupil premium lead	Mrs. T Whitehurst
Governor lead	Mrs. J Johns

Barriers to future attainment

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A	Attainment and achievement outcomes in reading, writing and maths are below expectations.
B	Low self-esteem, issues with emotional health and well-being, low aspirations.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C	Attendance and punctuality of the disadvantaged pupils do not match to that of other pupils
D	Parental engagement of the disadvantaged pupils does not match to that of other pupils.

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	57%
Writing	57%
Maths	43%

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	43%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Currently 68% of Year 6 disadvantaged pupils (15 pupils out of 22 disadvantaged) are on track in reading, writing and maths. Due to the current climate (COVID), we aim to maintain this figure. This is a constant cohort figure All disadvantaged pupils will make at least expected progress by the end of KS2 in reading, writing and maths
Achieving high standard at KS2	Currently 9% of Year 6 disadvantaged pupils (2 pupils out of 22 disadvantaged) are on track in reading, writing and maths to achieve greater depth. Due to the current climate (COVID), we aim to maintain this figure.

Measure	Activity	Costing
Priority 1	Employ / deploy appropriate staff to provide research based coaching and tutoring programmes (in accordance with the EEF / Government catch up programme)	Intervention programme 2 x AHT, EYFS / Inclusion Lead, Tutor programme staffing, LSP Intervention costing Most pupils will receive at least 3 x 30 minute interventions per week with LSP, AHT, EYFS / Inclusion Lead, tutors. 2 AHT will deliver planned intervention sessions every week 12 x LSPs deliver focused interventions PM EYFS / Inclusion Lead will deliver intervention sessions every week Tutor programme will deliver tuition programme to most disadvantaged pupils

Priority 2	Provide appropriate training to ensure that all staff provide quality first teaching; the focus being on modelling in the classroom, to scaffold the learning for pupils.	AHT to be released to plan and deliver sessions Monitoring the implementation in the classroom
Priority 3	Provide appropriate training to ensure that all staff plan and provide opportunity for retrieval practise using their understanding of Science of Learning'	AHT to be released to plan and deliver sessions Monitoring combined with Priory 2 Time for staff to review unit plans and timetable regular and spaced retrieval practice.
Barriers to learning these priorities address	Ensuring all coaches and tutors use research-based teaching interventions that can measure progress. To further develop the current teaching and learning pedagogy within the classroom.	
Projected spending	£131,784	

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	All disadvantaged pupils make at least expected progress by the end of KS2	July 21 (Nov 2021 when national data is released)
Progress in Writing	All disadvantaged pupils make at least expected progress by the end of KS2	July 21 (Nov 2021 when national data is released)
Progress in Mathematics	All disadvantaged pupils make at least expected progress by the end of KS2	July 21 (Nov 2021 when national data is released)
Phonics	Achieve national average expected standard in PSC	July 21 (Nov 2021 when national data is released)
Other	Improve attendance of disadvantaged pupils to Sandwell LA average (94.5% 2019 - 2020)	July 21

Targeted academic support for current academic year

Measure	Activity	Costing
Priority 1	Purchase and embed research-based strategies / intervention programmes for disadvantaged pupils who are identified as working below age-related expectations. Identify pupils, with measurable targets, through timetabled interventions during school time.	AHT and EYFS / Inclusion Lead 1 full day every half term to set targets and 1 full day every half term to measure impact Release LSP to set up and meet AHT at the beginning and end of each intervention Tutor / 14 teachers released to set targets –
Priority 2	Provide a whole school staff training program to enable teachers and LSPs to embed modelled strategies in class.	See Priority 2 and 3 strategy aims for costing
Barriers to learning these priorities address	The average progress of disadvantaged pupils is below expectation.	
Projected spending	£27,072	

Wider strategies for current academic year

Measure	Activity	Costing
Priority 1	Residential trips and music lessons are heavily subsidised by the school for all disadvantaged pupils.	Plas Gwynant / Frank Chapman Music lesson Brass tuition in KS2 Ukulele lessons in year 3
Priority 2	Use the support of an Attendance Support Officer (Education Attention Solutions) to support families with attendance and specific needs.	Attendance officer AHT to liaise with attendance officer 3 hours every fortnight. Week 1 to track alongside officer; week 2 to trace attendance.
Priority 3	Provide Inspire Workshops to engage parents in their pupils learning Offer regular drop-in sessions, with key teaching and learning staff, to provide support in their children's learning. Provide a homework club for parents and children (EEF initiative).	2 AHT available for parent drop in every Friday morning – 3 hours. AHT providing homework club – 1 hour every week

	Provide on-line learning tools to aid parents / carers in supporting their children's learning.	
Barriers to learning these priorities address	Improving readiness to learn and equal access to external curricular activities for most disadvantaged pupils.	Creative superhero package – counselling for staff and pupils Strength and Shine programme Nurture Group
Projected spending	£43,860	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to staff for professional development through allocated school staff meetings and that this is implemented in the classroom.	Use of staff meeting, Senior Management Team to plan and carry out regular lesson drops and learning walks.
Targeted support	Employing and deploying staff accordingly to a growing repertoire of needs and barriers to learning. (National Tuition Programme),	Assessments used to gather prior data, setting targets, and providing end of intervention data. HT / AHT and EYFS / Inclusion Lead to work closely to match interventions to group needs.
Wider strategies	Engaging the families facing most challenges	Work closely with LA to signpost parents / carers to outreach network support. Advertise school activities and maintain personal contact with parents of disadvantaged pupils.

Review: last year's aims and outcomes

Aim	Outcome
Improving the outcomes of disadvantaged pupils in reading, writing and maths. Year 6 - 50% working at or above in reading. Year 6 - 40% working at or above in writing. Year 6 - 50% working at or above in maths.	Due to the coronavirus outbreak and school closure from March 20th onwards, pupils missed over 1/3 of their structured academic programme of work. The results have been based on predicted grade. Year 6: (14 pupils) Year 6 -57% reading (+7%) Year 6 – 57% writing (+17%)

Year 2 - 75% working at or above in reading. Year 2 - 50% working at or above in writing. Year 2 - 50% working at or above in maths.	Year 6 – 43% maths Year 2: (7 pupils) Year 2 – 29% reading Year 2 – 29% writing Year 2 – 29% maths
Improve the outcomes for disadvantaged pupils Provide booster groups and appropriate interventions to meet the pupil's needs and diminish the difference.	Interventions were planned and delivered accordingly. Due to the coronavirus outbreak and school closure the Spring and Summer term interventions were not concluded and targets were partially met.
Improve the outcomes for disadvantaged pupils Subsidise educational visits and provide equal opportunities.	All pupils were offered 50% reduction on education / residential visits and all instrumental lessons were funded by the school.