

# Redgate Primary Academy

## Pupil premium strategy statement 2019/20

1. Summary information					
Redgate Primary Academy					
Academic Year	2019/20	Total PP budget	£38,280	Date of most recent PP Review	n/a
Total number of pupils	54	Number of pupils eligible for PP	29	Date for next internal review of this strategy	

2. Current attainment +		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected or above targets in English & communication		
% achieving expected or above targets in maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		External Barriers
A.	Behaviour	Attendance
B.	Literacy and numeracy skills	Health and physical needs
C.	Emotional Well being and mental health	Communication and language needs
D.	Social skills	Sensory needs

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To reduce the number of behaviour incidents	Reduction in incidents by 5%
<b>B.</b>	To ensure that progress in all subjects is good or better (see school data for measures)	90% of all pupils make expected or better progress across the curriculum from their starting points, with at least 25% making better than expected progress
<b>C.</b>	Develop emotional literacy and ensure that the right level of support is in place	All eligible pupils receive support and develop skills in managing their feelings. Evident through observation, teacher feedback, pupil and parent voice.
<b>D.</b>	Ensure that pupils are able to access a wide range of interventions / activities / resources to develop their personal, social and emotional wellbeing	Evident through observation, teacher feedback, pupil and parent voice
<b>E.</b>	For all children to have a voice. To ensure that all eligible pupils make progress in communication from their starting point	All pupils have an individual programme that is evidenced through observation, teacher feedback, pupil and parent voice

## 5. Planned expenditure

Academic Year 2019 - 2020

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### *i. Quality first teaching for all*

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will You ensure it is implemented well?	Staff lead	When will you review implementation	Budget Cost
1. Pupil progress across the curriculum is expected or better in ALL subjects	Quality teaching	<ul style="list-style-type: none"> <li>• Evidence from EEF, Equals, SEND code of practice and UNESCO Salamanca statement</li> <li>• Individualised learning programme to support needs of pupil</li> <li>• Small group work</li> <li>• Feedback</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Timetabled lessons</li> <li>• Quality assurance process monitors quality of teaching and learning</li> <li>• Termly pupil progress meetings (5 hrs per term)</li> </ul>	Assessment lead CH	termly	Meeting time cover = £170 per term
			<input type="checkbox"/> Budget allocation to purchase resources as required			
<b>Total Budgeted cost</b>						£510

<b>ii. Targeted Support</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will You ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation</b>	<b>Budget Cost</b>
1. Pupil progress in reading accelerated	Small group work and 1:1 work	<ul style="list-style-type: none"> <li>Evidence from EEF, Equals, SEND code of practice and UNESCO Salamanca statement</li> <li>Read, write Inc synthetic phonics</li> <li>Switch On Reading</li> <li>Precision teaching</li> </ul>	<ul style="list-style-type: none"> <li>Timetabled lessons</li> <li>Quality assurance process monitors quality of teaching and learning</li> <li>Termly pupil progress meetings (5 hrs per term) Budget allocation to purchase resources as required</li> </ul>	JW	termly	
2.Pupil progress in maths accelerated	Small group work and 1:1 work	<ul style="list-style-type: none"> <li>Evidence from EEF, Equals, SEND code of practice and UNESCO Salamanca statement</li> <li>White Rose maths</li> <li>Mathletics</li> <li>Numicon</li> </ul>	<ul style="list-style-type: none"> <li>Timetabled lessons</li> <li>Quality assurance process monitors quality of teaching and learning</li> <li>Termly pupil progress meetings (5 hrs per term) Budget allocation to purchase resources as required</li> </ul>	DS	termly	
3. Pupil progress in communication accelerated	1:1 and small group work with trained communications leader.	<ul style="list-style-type: none"> <li>Evidence from EEF, Equals, SEND code of practice and UNESCO Salamanca statement</li> <li>Macaton</li> <li>Picture exchange</li> </ul>	<ul style="list-style-type: none"> <li>Timetabled lessons</li> <li>Quality assurance process monitors</li> </ul>	RW	termly	

		<ul style="list-style-type: none"> <li>• Colourful semantics</li> <li>• Talking mats</li> <li>• Augmented communication (ICT)</li> </ul>	<p>quality of teaching and learning</p> <p>Termly pupil progress meetings (5 hrs per term)</p> <p>Budget allocation to purchase resources as required</p>			
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**Total Budgeted cost**

**iii. Other approaches (including links to personal, social and emotional wellbeing)**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will You ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation</b>	<b>Budget Cost</b>
1. To ensure that pupils sensory needs are met within school	Sensory occupational therapy	<p>Previous success within school to ensure pupils sensory needs are met</p> <ul style="list-style-type: none"> <li>□ Evidence from EEF, Equals, SEND code of practice and UNESCO Salamanca statement</li> </ul> <p>Sensory diet 1:1 and group sessions</p>	<ul style="list-style-type: none"> <li>• Regular timetable lessons</li> <li>• Quality assurance process monitors quality of teaching and learning</li> <li>• Termly pupil progress meetings</li> </ul>	ES	<p>OT reports demonstrate areas that need to be addressed and follow ups show improvement</p> <ul style="list-style-type: none"> <li>□ Feedback from teachers around the impact of the sensory OT input</li> </ul>	
2. To ensure the health and wellbeing of pupils are met within school	Elsa trained staff	<ul style="list-style-type: none"> <li>• Evidence from EEF, Equals, SEND code of practice and UNESCO Salamanca statement, Educational Psychologist</li> <li>• Friendship groups</li> <li>• 1:1 individualised programmes</li> <li>• ELSA programme</li> <li>• TA support</li> </ul>	<ul style="list-style-type: none"> <li>• Regular timetable lessons</li> <li>• Quality assurance process monitors quality of teaching and learning</li> <li>• Termly pupil progress meetings</li> </ul>	WA	termly	

3. To ensure that mental health and behaviour is	Elas trained staff OT	<input type="checkbox"/> Evidence from EEF, Equals, SEND code of practice and UNESCO Salamanca statement, Educational Psychologist	<input type="checkbox"/> Regular timetable lessons	WA	termly	
supported within school		<ul style="list-style-type: none"> <li>• Elsa programme</li> <li>• 1:1 individualised programme</li> <li>• TA support</li> <li>• Zones of regulation</li> <li>• Behaviour team support</li> </ul>	<ul style="list-style-type: none"> <li>• Quality assurance process monitors quality of teaching and learning</li> <li>• Termly pupil progress meetings</li> </ul>			
Staff receive appropriate training to support the mental health of all within school	Elsa Training Bereavement training	<ul style="list-style-type: none"> <li>• Evidence from EEF, Equals, SEND code of practice and UNESCO Salamanca statement, Educational Psychologist</li> <li>• Elsa Programme</li> <li>• Bereavement training</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from staff</li> <li>• Feedback from trainers</li> <li>• QA</li> <li>• Quality assurance process monitors quality of teaching and learning <input type="checkbox"/></li> <li>Termly pupil progress meetings</li> </ul>	LR	<ul style="list-style-type: none"> <li>• After regular training events</li> <li>• Termly to ensure skills are being implemented</li> </ul>	
4. To ensure that pupils are able to safely access a wide range of educational visits and experiences within and out of school,	Evolve trained staff Funding to support fair access  Educational visits and experiences	<ul style="list-style-type: none"> <li>• Evidence from EEF, Equals, SEND code of practice and UNESCO Salamanca statement</li> <li>• Regular community trips and experiences above</li> <li>• Outdoor learning</li> <li>• Sports participation</li> <li>• Residential trips</li> </ul>	<input type="checkbox"/> Monitor feedback from staff through Evolve visit feedback <input type="checkbox"/> Increased number of pupils accessing off-site educational school visits for a variety of purposes <input type="checkbox"/> Pupil voice shows impact is effective in developing transferrable skills	EVC DS	After each visit on Evolve At the end of the year	£1150

5. To provide adequate levels of staffing to support swimming to maintain and develop their physical swimming skills	Swimming Additional staffing support	Previous success within school to develop and maintain pupils swimming skills	Feedback from staff on the swimming progress of the pupils <input type="checkbox"/> Appropriate staffing to maintain safety <input type="checkbox"/> 1 x staff per week	PE lead WA	termly	£1,400
To ensure that pupils have access to appropriate resources to meet their needs	Miscellaneous resources	Miscellaneous resources <input type="checkbox"/> To support staff to purchase any additional resources required to extend pupil learning and development	<input type="checkbox"/> Impact of resources on pupils progress within lessons	CH	End of year	£500
Total Budgeted cost						