Redgate School

Pupil premium strategy Evaluation 2018/19

1. Summary information					
Redgate Academy					
Academic Year	2018/19	**Total PP budget**	£30,660	**Date of most recent PP Review**	n/a
Total number of pupils	54	**Number of pupils eligible for PP**	18	**Date for next internal review of this strategy**	July 2019

2. Whole School Progress July 2018/19

Pupil Premium (Measured by FSM) Attainment & Progress

2019 Summer

English	Cohort Size	Summer Term Progress Initial-Final		Progress
Pupil Premium	33	P7.66	P7.84	+33
Not	19	P7.02	P7.20	+18

Maths	Cohort Size	Summer Term Progress Initial-Final		Progress
Pupil Premium	33	P7.89	P8.09	+20
Not	19	P7.27	P7.52	+25

PSHE	Cohort Size	Summer Term Progress Initial-Final		Progress
Pupil Premium	33	P7.55	P7.76	+21
Not	19	P6.78	P7.11	+33

Average progress is 25% of a Level (Year) for pupils in receipt of pupil premium & 25% for those who are not. The cohort size for those in receipt of pupil premium is larger than those who are not. Both KS perform well in all subjects . Of particular note is the progress in English for pupil premium students 33% and for PSHE for those who are not.

Average progress across the year for KS1 in	English is	118%
	Maths is	122%
	PSHE is	100%
Average progress across the year for KS2 in	English is	84%
	Maths is	79%
	PSHE is	54%

Average progress is 18% of a Level (Year) for KS1 & 22% for KS2. The cohort size for KS 1 is significantly smaller than KS2. Both KS perform better in PSHE, Maths & finally English.

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 Wellbeing and mental health	Communication and language needs
D. Social skills	Sensory needs

5. Desired outcomes	
Desired outcomes and how they will be measured	*Success criteria*	*Summer 2017 Review of Impact*

A.	**Reduce the number of behaviour incidents and the use of restrictive practice across the school**	Fewer incidents reported Number of times restraint is used is reduced Number of times safe spaces are used is reduced	Behaviour support group working with each class to help debrief incidents and explore ways to de-escalate and reduce the number of incidents has been successful Number of incidents compared to previous year Regular CPD in place to support staff manage and understand behaviour

	2017/18	2018/19 -
Behavioural incidents reported	276	196
Use of restraint (CRB)	105	79
Use of safe space	68	36

B.	Improve reading skills, phonics skills and comprehension including higher ability.	More pupils making expected or better progress from starting point	Read, write Inc introduced for small number of pupils has been successful Training in Read, Write Inc has enabled higher number of teacher to teach phonics effectively Targeted time to support individuals has enabled specific support to be more effective especially when using precision teaching Guided reading sessions and comprehension work with higher ability has strengthened understanding

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C.	Improve progress and attainment in maths	More pupils making expected or better progress from starting point	CPD to support maths lead to ensure the quality of maths teaching across the school is improved Targeted support work for individuals has ensured that misconceptions are addressed and pupils fully understand and have time to practice Mastery maths CPD for Maths lead
D.	Improve progress in communication	Dedicated communications lead to work with staff, groups and individuals	Makaton training for communication lead has ensured consistency across academy Support staff with the delivery of high quality communication has ensured that communication supports learning in the classroom and children are not left behind Link with Speech and Language to complement individual programmes and ensure augmented communication support is aligned
E.	Trips, snack, cooking activities to promote independence and develop essential life skills	Pupils develop skills in handling money, walking safely, helping each other	Differentiated targets linked to all trips, snack times and cooking sessions with cross curricular links and life skills.
F.	To ensure sensory needs are met	Sensory Occupational therapist to work with groups and individuals with sensory circuits and sensory diet	OT supports sensory self -regulation and helps pupils get ready to access their learning. Asa result, they stay on task for longer
G	To ensure good mental health and well- being of the children	ELSA trained mental health lead to work with individuals and groups	Programmes with individuals and groups aimed and managing emotions, anger and self esteem. Friendship groups. DARE programme All have helped children to feel more aware and have more control over themselves as individuals and has helped them manage friendships. Calmer, happier children

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H.	To ensure pupils are able to access a wide range of educational visits and experiences outside school	Evolve trained staff Fair access Educational trips, experiences and residentials	The educational trips have allowed out pupils to access more of the world and give them the opportunity to experience things that they are unlikely to experience outside school. This has enriched their experience of the curriculum and widened their experience of the world
I	To ensure that all pupils experience swimmingto maintain and develop their physical swimming skills	Additional staff to support	Pupils skills and water confidence has increased