

Pupil Premium at Redgate Primary Academy

2020 – 2021

What is Pupil Premium?

The Pupil Premium is additional funding for publicly funded schools in England. It is designed to help disadvantaged children of all abilities perform better and close the gap between them and their peers.

Children eligible for Pupil Premium include:

- Children who are in the care of the local authority (known as Looked after Children)
- Children adopted from care on or after 30 December 2005 or left care under
 - a Special Guardianship Order on or after 30 December 2005
 - a Residence Order on or after 14 October 1991
- Children whose family qualify for, or have qualified for in the past six years, free school meals by household income.
- Children of armed services personnel.

Pupil Premium at Redgate Primary Academy

Redgate Primary Academy is determined that **all** children are given the best possible chance to achieve to the very best of their ability and to 'be the best they can be' through the highest standards of Quality First Teaching, focussed support, access to a broad, balanced, engaging and knowledge rich curriculum, curriculum enrichment and pastoral care.

We strive to reduce barriers to learning and have high expectations of all of our children. Every adult in school is aware of the need to diminish the difference.

Redgate Primary Academy considers the best ways to allocate Pupil Premium money annually following rigorous data analysis, careful consideration of the needs of our children and use of the EEF Teaching and Learning Toolkit. The strategies that the academy has chosen to address the barriers to learning are designed to support **all** children to achieve academically and develop emotionally and to benefit from the opportunities provided to them.

Pupil premium strategy

1. Summary information					
School	Redgate Primary Academy				
Academic Year	2020/21	Total PP budget	£32,021	Date of most recent PP Review	Oct 20
Total number of pupils	55	Number of pupils eligible for PP	39 [71%]	Date for next internal review of this strategy	Jan 21

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths		<i>No figures are available for SEN</i>
Average attainment score in reading	36% of Step 3	18% of Step 2
Average attainment score in writing	20% of Step 3	18% of Step 2
Average attainment score in mathematics	1% of Step 3	9% of Step 2

On average pupils in receipt of pupil premium have been baselined at a higher level than those not in receipt of pupil premium.

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Limited communication and language skills
B.	Limited ability to self-regulate resulting in behaviours
C.	Sensory overload impairing the ability to engage with tasks
D.	Limited social interaction skills
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
E.	Limited life experiences outside that of their home environment.
F.	A lack of regular routines and parental engagement in their child's education
G.	Parents with their own learning disabilities and/ or mental health issues

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Raise the Pupil Premium group assessment levels in school, ensuring attainment remains comparable to that of non-pupil premium pupils.	No perceived gaps in attainment
B.	Increase levels of engagement in all aspects of Academy life by decreasing potential behaviours	Increased attainment, decrease in significant incidents
C.	Improve self-esteem and confidence to learn and achieve. Improve self-confidence, nonverbal communication, listening, expression and comprehension skills.	Increased attainment, decrease in significant incidents
D.	Develop pupil's emotional resilience and improve social interaction so that they are able cope in groups and work with others	Increased engagement & attainment, decrease in significant incidents

5. Review of expenditure				
Previous Academic Year				
Impact of Covid-19: <i>The greatest Impact has been on the ability to provide 1:1 focused learning opportunities because of the need to maintain social distancing and working with bubbles. The focus moved from direct 1:1 working to providing distance learning and bespoke materials for students both at the academy but also those working at home.</i>				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
'Focused Learning opportunities', in Maths, Reading and Writing - Individually or in groups through 1 to 1 teaching using Switch on reading & writing and Numicon	Raise the Pupil Premium group assessment levels in school,	Attainment remains comparable to that of non-pupil premium pupils. There is no perceivable gap. Pupil assessment indicates that they have progressed in Reading, Writing (Communication) and maths. Pupils enjoy reading.	Focused learning lead is often drawn in to cover. This is an effective strategy.	15,000

ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Provision of assessment advice & strategies programmes provided by Occupational Therapy throughout the year	Positive impact on engagement with tasks/people and their readiness to learn.	Students have individualised programmes such that there is a marked reduction in incidents of behaviour, improved engagement in lessons, reduced disruption to others learning as demonstrated in the data and incident reporting logs.	This is effective strategy as the students' needs are constantly changing. It also creates effective liaison with home	6,000
Provide physical OT strategies for education staff to implement Data and appraisal	To support children with Sensory processing difficulties to manage their own challenging behaviour & emotional state		This is effective strategy as the students' needs are constantly changing. It also creates effective liaison with home	6,000
Equipment Purchases (Numicon, Switch on Reading & Writing, EYFS resources, Touch Chat apps and iPad, switches) and sensory equipment) As required throughout year	To support individual children with bespoke resources including I-pad applications.	Increased engagement in learning from students who are offered a wider suite of learning opportunities tailored to their individual needs.	This is a flexible approach that allows in year purchases for specific children	Remainder

iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Snack/Curriculum Resources Enhancement Ongoing throughout year	<p>To develop number and social skills on a daily basis in practical snack sessions.</p> <p>To make choices.</p> <p>To use money in the academy and the local community.</p>	<p>Children are able to access the full curriculum and are ready to learn.</p> <p>Children are empowered to make positive choices</p> <p>Children are able shop with minimal support</p>	This has been effective as it prepares children for learning	1,000
Educational Visits – ongoing throughout the year	<p>To have opportunities to interact with members of the public in the wider community</p> <p>Access to the Community for Children with Complex Needs – throughout the year</p>	<p>To provide ‘real life’ experiences outside of school including social opportunities, money exchanges etc.</p> <p>To enrich the curriculum and extends learning opportunities.</p> <p>To desensitise students to external stimuli.</p>	This is effective (pre-COVID-19) as some students only go on visits with school	3,000

6. Planned expenditure					
Academic year	2020 – 2021				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Employment of Leads for Communication and Literacy To provide Focused Learning opportunities', Communication leading to Reading and Writing	Raise the Pupil Premium group assessment levels in school,	Attainment remains comparable to that of non-pupil premium pupils. There is no perceivable gap. Pupil assessment indicates that they have progressed in Reading, Writing (Communication) and maths. Pupils enjoy reading.	Lead to provide action plan. Focused learning lead is often drawn in to cover.	JW / RS	½ Termly
Total budgeted cost			£10000		
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide bespoke programmes for all students to include working individually or in groups (to develop social skills) through 1 to 1 teaching using if appropriate Read/Write Inc and Numicon	To raise attainment in Maths and English.	All students have an ILP derived from their EHCP that identifies Key Objectives	Leads to provide action plan and 4-week updates with Principal to discuss progress	Jess Whitehouse [Literacy Lead] Becs Stevenson [Communication Lead]	During Lead's Updates
Total budgeted cost			£11000		

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provision of assessment advice & strategies programmes provided by Occupational Therapy throughout the year	Positive impact on engagement with tasks/people and their readiness to learn.	Reduced incidents of behaviour, improved engagement, reduced disruption to others learning	½ Termly updates with provider. Review of programmes with OT.	Emily Scales [OT]	During ½ termly updates
Snack/Curriculum Resources Enhancement Ongoing throughout year	To develop number and social skills on a daily basis in practical snack sessions. To make choices. To use money in the academy and the local community.	Children are able to access the full curriculum and are ready to learn. Children are empowered to make positive choices Children are able shop with minimal support	This has been effective as it prepares children for learning		
Educational Visits – ongoing throughout the year	To have opportunities to interact with members of the public in the wider community Access to the Community for Children with Complex Needs – throughout the year	To provide ‘real life’ experiences outside of school including social opportunities, money exchanges etc. To enrich the curriculum and extends learning opportunities. To desensitise students to external stimuli.	This is effective (pre-COVID-19) as some students only go on visits with school		
Total budgeted cost			£11000		

7. Additional detail

Consideration has been given to the effects of low staffing (due to Covid) and key personnel being used to cover classes. Also, the use of these staff to provide blended learning sessions.