

Pupil premium strategy statement

School overview

Metric	Data
School name	Rednal Hill Infant School
Pupils in school	303
Proportion of disadvantaged pupils	45%
Pupil premium allocation this academic year	£176,139
Academic year or years covered by statement	2019-20
Publish date	November 2019
Review date	November 2020
Statement authorised by	Anna Pendleton
Pupil premium lead	Helen Drinkwater
Governor lead	Philip Murphy

Disadvantaged pupil progress scores for last academic year

Measure Progress (end of phase)	Score
Reading	Y2 86% made expected or better progress and 14% made accelerated progress Reception 95%+ of PP cohort made good or better progress
Writing	Y2 80% made expected or better progress and 16% made accelerated progress Reception 95%+ of PP cohort made good or better progress
Maths	Y2 86% made expected or better progress and 25% made accelerated progress Reception 95%+ of PP cohort made good or better progress

Strategy aims for disadvantaged pupils

Measure	Score (aim for 2020)
Meeting expected standard at KS1	To continue to achieve National at ARE across Reading, Writing and Maths
Achieving high standard (Greater Depth)at KS1	To close the gap with National in Writing and sustain National in Reading and Maths
Measure	Activity
Priority 1	Quality first provision
Priority 2	Personalised, high quality intervention to counter slippage.
Barriers to learning these priorities address	<p>-Children have poor communication and language skills on entry when compared with others and this impacts on reading, writing and maths attainment. Analysis shows attention and listening skills are a particular weakness as is personal, social and emotional development. Many children are not Key Stage 1 ready as only 51% of disadvantaged children achieve.</p> <p>-Comprehension skills- the breadth of the new curriculum is such that these children need additional support beyond quality first teaching to ensure they are both KS1 ready and that they reach their end of KS potential. Smaller, collaborative based group work enhances engagement and enriches learning opportunities and ensures skills are applied and embedded throughout the curriculum</p> <p>- children need support to develop resilience and strategies to promote independent learning</p> <p>-Attendance- despite rising whole school attendance (95.6% for KS1), disadvantaged children's attendance is lower at 94.4. Almost all of children whose attendance is classed as Persistently Absent (under 90%) are also in receipt of Pupil Premium funding. Attendance falls under safeguarding and our whole school inclusion policy</p>
Projected spending	Priority 1-£42,217 Priority 2-£111,991

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To sustain National standards+ in ARE and achieve National at GD	July 2020
Progress in Writing	To narrow the gap with National at ARE and GD	July 2020
Progress in Mathematics	To sustain National standards+ in ARE and at GD	July 2020
Phonics	To achieve National or above in Y1 screening check	July 2020
Other	To develop our skills based curriculum to evidence progression of knowledge and skills across the school, in all subjects.	July 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Wider academic support for current academic year

Measure	Activity
Priority 1 Improve attendance for Disadvantaged children	Systematic approach to attendance monitoring by office administrator to monitor Pupil Premium attendance with a particular focus on Persistent Absentees.
Priority 2 Increase Higher thinking opportunities for Most Able PP	Weekly Chess Club with specialist coach solely for disadvantaged children. Extracurricular clubs to promote higher thinking and to provide opportunities for greater depth
Individual evaluation of situations to alleviate need, reduce barriers to learning and engage children and their families	Miscellaneous approaches e.g., uniform, pe kit, book bags, individual emergency bus passes, optometrist appointments and prescriptions and educational visits.
Barriers to learning these priorities address	Encourages 'difficult to engage' families- especially those who have complex needs and under significant stress who need a personalised approach Small group work focuses on language and communication skills as well as discreet skills. Self esteem is raised and children more able to engage with the curriculum and their learning if individual needs (eg PE kit, book bag, money for a trip) are met through PP funding.
Projected spending	£21,931

Targeted strategies for current academic year

Measure	Activity
<p>Priority 1 Quality First Teaching for All</p>	<p>Quality first teaching for all within a broad and balanced curriculum offering excellent learning opportunities with a focus on collaboration and high quality feedback. Curriculum designed to provide purposeful, child centred learning initiated from our children’s interests and life experiences.</p> <p>KS1 TAs partially funded through PP</p> <p>Whole school approach to an Enquiry Learning to allow independent learning and challenge for all</p> <p>Focus on Pupil Premium children in EYFS to ensure accelerated progress to promote PSED and CAL skills.</p> <p>Focus on Pupil Premium children in Year 1 who did not achieve Good Level of Development through smaller group.</p> <p>Focus on offering opportunities to achieve Greater Depth for high achieving Pupil Premium children</p>
<p>Priority 2 Targeted support</p>	<p>. Ongoing targeted support to supplement quality first teaching and to focus on reducing barriers to learning especially comprehension difficulties. Assistant Head and Deputy to work both in class to provide targeted support to Pupil Premium children. Individual targets maximise progress from an individual’s starting point and wherever possible ensure a child reaches the expected level or above for their age.</p> <p>Reading Caravan- GR3 TA with proven expertise in supporting disadvantaged children delivering high quality 1-1 and small group in Reading Caravan. Target groups ARE and GD potential.</p>
<p>Barriers to learning these priorities address</p>	<p>Lack of resilience, independent learning, speaking and listening and Reading/phonics skills which in turn impact on writing standards. Personalising the learning raises self esteem and purposeful learning raises engagement.</p>
<p>Projected spending</p>	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Provided by PM accountability and SLT and triangulation of evidence	Half termly evaluation and flexibility of approach to ensure most appropriate strategies used.
Targeted support	Provided by PM accountability and SLT and triangulation of evidence	Half termly evaluation and flexibility of approach to ensure most appropriate strategies used.
Wider strategies	Provided by PM accountability and SLT and triangulation of evidence	Half termly evaluation and flexibility of approach to ensure most appropriate strategies used.

Review: last year's aims and outcomes

See separate 2018-19 Pupil Premium evaluation document