

Pupil Premium Strategy Statement 2020/2021

School overview

Metric	Data
School name	Rednal Hill Infant School
Pupils in school	304 (as of Oct 2020 Census)
Proportion of disadvantaged pupils	47%
Pupil premium allocation this academic year	£170,815
Academic year or years covered by statement	2020/21
Publish date	Oct 2020
Review date	Oct 2021
Statement authorised by	Anna Pendleton
Pupil premium lead	Helen Drinkwater
Governor lead	Philip Murphy

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	86% made good progress or better 64% achieved ARE 17% achieved GD
Writing	93% made good progress or better 57% achieved ARE 2% achieved GD
Maths	95% made good or better progress 61% achieved ARE 11% achieved GD

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS1	To maintain standards
Achieving Greater Depth at KS1	To close the gap with National
Measure	Activity
Priority 1	Quality First Provision
Priority 2	Personalised, High Quality Intervention to close gaps with non-disadvantaged pupils

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To sustain 2019 standards where possible	July 2021
Progress in Writing	To narrow the gap with National 2019 at ARE and GD	July 2021
Progress in Mathematics	To sustain National 2019 standards	July 2021
Phonics	To achieve broadly in line with 2019 National Screening data	July 2021

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

Targeted academic support for current academic year

Measure	Activity
Priority 1 Quality First Teaching for all	<p><i>Expectations continue to be high despite the impact of Covid 19 and a National Lockdown. Teachers have used Autumn Term 1 to teach key learning objectives missed/forgotten. Most teachers have moved up with class to ensure no learning time is lost. SLT are leading Teaching and Learning and providing the whole school link which working in separate class bubbles makes tricky.</i></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. As per EEF research learning is structured to facilitate collaboration, small group work and independent enquiry. This is achieved through providing learning opportunities which encourage high levels of active engagement, particularly through the use of enhanced continuous provision and Enquiry based learning.</p> <p>KS1 and EYFS 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</p>

	high achieving Pupil Premium children
Priority 2 Targeted support	<p>High Quality intervention teachers funded by PP money to provide class based, Covid secure, 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>This targeted support is delivered by high quality support staff and qualified teachers in line with EEF research and is small group based, planned to link with the wider learning context and with collaboration, exposure to higher-level thinking and ongoing feedback built in.</p>
Barriers to learning these priorities address	<p>The main barriers to learning remain unchanged this year and have only been exacerbated by Covid 19. Our Reception baseline echoes this and is about 10% on average, lower than previous years. In house assessments for other years echoes this.-</p> <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	<p>Priority 1- £55,625</p> <p>Priority 2- £93,948</p>

Wider strategies for current academic year

Measure	Activity
Priority 3 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 4 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
Projected spending	Priority 3-£19,128 Priority 4-£2,114

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

Aims and outcomes rolled over into 20-21 due to national Covid 19 lockdown and school closure on March 23rd 2020- see separate review document for details.