

## Red Row First School. The Pupil Premium Strategy 2019-2022 (Updated November 2021)

Information drawn from .gov.uk website

*The pupil premium grant is additional funding for publicly funded schools in England. It's a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation.*

*It's allocated for schools to:*

- *improve the academic outcomes of disadvantaged pupils of all abilities*
- *close the attainment gap between disadvantaged pupils and their peers across the country*

*School leaders are best placed to decide how to use the pupil premium to improve disadvantaged pupils' academic attainment. There is a growing body of evidence on how schools can best help disadvantaged pupils make progress. The needs of all pupils should be assessed and the grant used to make maximum impact in the school. Pupil needs will differ and will cost differing amounts to address. There is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis.*

*When taking decisions on how to spend the grant we strongly encourage school leaders to consider evidence on what will have the most impact for their pupils. Some of the most effective spending will be on whole school strategies, including improving the quality of teaching, which have the potential to impact positively on all pupils.*

*From September 2019 schools are encouraged to move away from full annual reviews that can be time-consuming and instead consider a multi-year strategy – such as one covering a 3 year period – for pupil premium use, with light touch annual reviews that will continue to form the school's pupil premium statement. This will help school leaders to:*

- *take a longer view of the support the grant will provide*
- *align their plan with the wider school improvement strategy*

### **Funding for financial year 2019 to 2020**

*In the 2019 to 2020 financial year, we will receive £1320 for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years.*

*Schools will receive £2,300 for any pupil identified in the January 2019 [school census](#) as having left local authority care as a result of: Adoption, a special guardianship order, a child arrangements order (previously known as a residence order), who has been in local authority care for 1 day or more, recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)*  
*The funding for pupils who are looked after by a local authority, and attract the £2,300 rate, is managed by the [virtual school head](#) of the local authority that looks after the pupil.*

In January 2019, 38% of pupils at Red Row First School were entitled to Pupil Premium funding meaning that we expect a grant of £36,960 in the 2019-20 financial year. Figures for future years have been estimated using the same percentage. Schools are free to spend the Pupil Premium as they see fit, but are accountable for the success and outcomes of the strategies they choose.

At Red Row First School:

- We ensure that teaching and learning opportunities meet the needs of **all** of our pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are appropriately addressed and assessed.
- We recognise that not all pupils who receive the Pupil Premium Grant will experience disadvantage at school.
- We also recognise that there are disadvantaged pupils who do not qualify for Free School Meals, the Forces Premium or Pupil Premium Plus. We may allocate resources to support any group or groups of children we have identified as being disadvantaged or vulnerable.
- Pupil Premium funding will follow identified needs. This may mean that not every child who receives Free School Meals will be in receipt of Pupil Premium funded interventions all of the time.

We have used the [Sutton Trust/ EEF toolkit](#) to inform our strategy about the evidence that supports each approach. See the table below;

Barrier to learning/ why we plan to use the allocation in this way	What we plan to do	EEF Toolkit Summary	Cost per year	The expected impact on our pupils <i>(impact up to 2020/21 academic year shown in blue)</i>
<b>STAFFING</b>				
Many of our pupils require regular, short, targeted academic or pastoral interventions in order to support them in keeping up with their peers both in the long and short term.	Ensure that a higher than average number teaching assistants are deployed appropriately across the school to ensure that delivery of interventions such as TalkBoost, Precision Teaching, Lexia and Numicon interventions are delivered effectively. The presence of teaching assistants also allows for pastoral issues to be addressed.	Small group tuition + 4 Months. Moderate impact for moderate cost, based on limited evidence. Social and emotional learning +4 Months. Moderate impact, for moderate cost based on extensive evidence.	£10,000	We expect that the targeted children will be supported to make progress that is at least the same as their peers despite any difficulties they may face. Vulnerable pupils will always have access to an additional adult who will support them in removing barriers to learning both pastorally and academically in order that they can reach their full potential.
<i>Daily targeted interventions took place for all children identified by their teachers as requiring these. With additional classroom support, more children have been able to access learning and be more fully involved in whole class work. Teachers have been freed to support groups and individuals. Pupils receiving additional support have demonstrated increased independence as well as increased quality and quantity of work. With the additional support in each class, all children have been able to move on more quickly with their learning. In EY, Early TalkBoost sessions have led to improved listening and attention, improved focus and concentration allowing them to stay on task for longer periods of time. The children involved in the intervention have increased confidence and established better listening and attention behaviours such as increased eye contact and not shouting out. The children have also demonstrated an increased range of language.</i>				
A significant proportion of pupils join our school with delays in speech, language and communication.	Through the local authority, employ the service of a specialist speech and language teaching assistant (supported by speech and language therapist/teachers) for 2 days per week to screen, assess and provide year round interventions and support for children with speech, language and communication difficulties.	Early Years Intervention +5 months. Moderate impact for very high costs based on extensive evidence. Oral language interventions. +5 months. Moderate impact for low cost, based on extensive evidence.	£2,500	Gaps in progress and attainment identified on entry to Early Years between pupils disadvantaged by speech, language and communication issues and their peers will reduce by the time these pupils leave the school . Above national average proportions of pupils will achieve the expected level in Y1 Phonics Screening.

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<p>Our Y1 children perform consistently above average in Y1 Phonics Screening Checks. Significant speech and language support has been provided for pupils with EHCPs, improving their confidence thus allowing them to communicate more easily and participate more fully in whole class lessons and social situations. Improved vocabulary and increased understanding for all pupils involved in interventions – this is reflected in class work. In EY: improved clarity of speech and wider range of vocabulary used, developed better understanding of concepts, pronunciation of sounds has improved. Quieter children talk more both in whole class and small group situations. Improved self-esteem.</p>																								
<p>The behaviour and attendance of children suffering from a range of health, social and emotional difficulties can limit learning. It is difficult to rapidly access support from relevant services to address these issues.</p>	<p>Employ a dedicated HLTA nurture worker to use the “Thrive” approach across the school. At Red Row Thrive is available to any child identified by staff or carers as needing additional help with their social and emotional development, so that any barriers to their learning are reduced.</p>	<p>We have a dedicated room to carry out Thrive which is a specialist approach which offers social and emotional support to learners.</p>	<p>£16,700 (staff) +£500 (annual training and licenses)</p>	<p>Pupils and their families will have easy and rapid access to a specialist Thrive practitioner. This will lead to speedy resolution of issues impacting upon learning and relevant support being accessed through a fast track.</p>																				
<p>We want all groups of pupils to make at least 6 steps of progress in a year. The table below shows how Thrive has enabled pupils to make accelerated progress across the curriculum. This is particularly significant given the range of issues that these pupils require help with. (Due to Covid data is from 18_19. However, this trend has been consistent over several years)</p>																								
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<p>Additional contributions to educational visits are likely to be an additional financial burden on disadvantaged families. Without these contributions the school would be unable to provide such visits and therefore reduce the range of experiences provided for the children. Children from disadvantaged backgrounds are less likely to have access to such experiences out of school.</p>	<p>We will subsidise the cost of all visits and visitors to school, We want all of our pupils to share in a range of experiences that will support and enhance their learning. By subsidising visits and visitors we ensure that no child misses out on these experiences even when limited contributions have been received.</p>	<p>Arts participation + 2 Months Low impact for low cost, based on moderate evidence.</p>	<p>£1,500</p>	<p>The learning of all children will be enhanced by the use of visits and visitors. Visits and visitors will still go ahead if voluntary contributions are inadequate.</p>																				

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<p>Lockdowns and other Covid measure have made it extremely difficult for us to undertake our normal school trips. To ensure the reduction to pupils acquiring cultural capital was minimised, we used this money to invest in a class set of VR headsets. This has allowed us to bring learning to life whilst keep all pupils and staff safe. It has enriched many topics particularly humanities and science.</p>				
<p>The contribution towards the annual Y4 residential visit is likely to be a significant burden to many families in school, especially those who are disadvantaged. The cost of the visit would not be manageable within the school budget without contributions.</p>	<p>We plan to subsidise the cost of the annual Y4 residential vi sit to ensure that it is affordable for all families. Families of disadvantaged pupils will be asked to make proportionally lower contributions towards the cost of the visit.</p>	<p>Social and emotional learning + 4 Months. Moderate impact for very low cost, based on extensive evidence. Outdoor adventure learning + 3 Months. Moderate impact for moderate cost.</p>	<p>£2,000</p>	<p>All Year 4 pupils will attend the residential visit. Children’s autonomy, self- awareness and sense of independence are developed, articulated and celebrated in school. Participation contributes to our commitment to ensuring that children are well prepared, both socially and emotionally to make the transition from first school to the middle school environment, and the academic challenges some will face.</p>
<p>This trip took place as planned. All children in the Year 4 class attended the visit. Staff witnessed characteristics in the children that do not necessarily come out in a normal classroom environment. The children consistently rate the visit as their overall best experience in the school. Most experiences were new of the children. On return from the visit, staff note that children are more confident mature and independent. They have better relationships and are more supportive of one another.</p>				
<p>Payments for children to attend After School Clubs may not be manageable, especially for disadvantaged families</p>	<p>We will offer daily subsidised After School activities ensuring that they are affordable.</p>	<p>After school programmes. + 2 Months. Low impact for high cost, based on limited evidence.  After school clubs are subsidised to support disadvantaged families.</p>	<p>£1,000</p>	<p>Increased numbers of pupils participating in additional physical activity. Increased opportunities to work and socialise with other pupils outside of the normal school day. Improved levels of attendance and punctuality.</p>

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<p>Many of our children require a range of teaching techniques to be employed in the classroom and a large amount of attention during directed learning time.</p>	<p>To have one class per year group and no mixed age classes to ensure class sizes are as low as possible.</p>	<p>Reducing a class size results in around 3 months additional progress for pupils. Teaching quality will improve the quality of teaching and learning – high quality learning and one to one attention learners receive.</p>	<p>£9,000</p>	<p>We expect that this will allow children to make at least good progress during the academic year. It means that teaching and be tailored to their needs and their specific needs can be met to address any learning gaps or misconceptions. Children will build a better relationship with the adults in their room and feel safe and secure.</p>
<p>This was particularly useful throughout Covid. Measure as it allowed for much smaller “bubbles” and focused learning for the Key Worker and Vulnerable children who attended school physically, whilst allowing dedicated teacher time to run our hybrid home learning. Feedback on this was overwhelmingly positive from parents.</p>				
<p>We hold the balance as a small contingency that allows us to purchase additional items including uniform, PE Kit, Swimming Kit as well as other resources the at children may require and may not have easy access to. Additional amounts can be allocated to enhancing curriculum topics through additional resources at the request of teachers.</p>				