PUPIL PREMIUM STATEMENT

2019-2022

School overview

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	145 (Y1-Y6)
Total number of pupils eligible for PPG	52children – 23G, 29B; 35.9%
Total amount of PPG received	£77,460
Pupil premium lead	Mrs Heather O'Connor
Governor lead	Mr Paul Martin

Disadvantaged pupil attainment and progress scores for last academic year

	Score
Reading Progress	-2.6
Writing Progress	-0.8
Maths Progress	0.1
% Meeting expected standard at KS2	50%
% Achieving high standard at KS2	0%

Barriers to future attainment (for pupils eligible for PP including high ability)	Evidence for Barrier
In-school barriers	
A. PPG Children enter school in EYFS with low levels of speech and communication	Analysis of baseline, language and communication assessment, key word understanding
B. Lack of progress and attainment in literacy	Baseline 2018-19 data shows that 38% of all PP pupils are below ARE in writing – this didn't alter by the end of the year. Baseline 2018-19 data shows that 48% of all PP pupils are below ARE in reading. End of year 2018-19 data shows that 41% of all PP pupils are below ARE in reading
C. Parental understanding of and engagement in effective reading strategies that will support children at home is low	33% of parents don't engage with school events eg parental workshops, parent evenings or celebration events. 35% of PP pupils don't complete homework
External barriers	
D. High level of pastoral support required to overcome SEMH issues and vulnerability barriers	Academic and pastoral interventions, including multi agency support are in place, monitored and tracked demonstrating effectiveness in PPG pupils overcoming social and emotional barriers
E. High level of SEND needed to overcome learning barriers	Graduated approach to SEND interventions is in place, monitored and tracked demonstrating effectiveness in PPG pupils overcoming learning or social and emotional barriers
F. Attendance support has been effective and needs to continue	PPG families are being actively supported by school to meet attendance targets; proving effective over time as attendance of PPG improved by 0.2% from 2016-17 to 94.9%% by

				end of 2017-18 and by 1.18% to 96.08% by May 2019.

Tiered Approach –

In order to enable our disadvantaged pupils to overcome the identified barriers and make progress in line with their peers, we identify a small number of priorities, set within three tiers of intervention, in order to ensure that they impact on pupil's outcomes. Through the three tiers of intervention we address the barriers through are based on those identified through the work of the Education Endowment Foundation. Within each of these tiers we will identify a small number of priorities which will address our identified barriers to progress:

High Quality teaching for all – ensuring every child, including disadvantaged children, have access to consistently high-quality teaching and learning which promotes good progress.

Targeted academic support – Providing disadvantaged children with the additional academic support they may need to make the progress which is attained by their peers who do not have the barriers to progress of this cohort.

Wider strategies – Enrichment and support which helps disadvantaged pupils overcome the barriers they may face in their wider lives when compared to other children. We believe in the value of high-quality teaching, complemented by evidence-based interventions and experiential learning, which is why our actions are led by the impact they have and are adjusted through light touch annual reviews across the three-year course of the plan. This ensures that any actions which are not having the required impact can be ceased or amended.

Tier 1 – High quality teaching for all

2019-22	Barrier Addressed	*What are our key actions to effect improvement?*	*What is the evidence and rationale for this choice?*	*Success criteria 2023*
Priority 1: To develop the functional and ex-pressive language needs of the PP children in EYFS	**Barrier** PG Children enter school in EYFS with low levels of speech	Commitment to half a day's SaLT provision per week, with a named therapist, to support communication, language and vocabulary including training and full CELF language assessments as a	Speech, language and communication skills are vital for all children. Without these skills they will not reach their full potential. Professionals who work with children are key to identifying when they are having difficulties speaking	**All children in EYFS can:** • Understand words, sentences and conversation • Talk using words and sentences ie use 'expressive language' • Say speech sounds correctly so they can be understood by others.

and communication	part of the graduate response when assessing needs and levels of development with children	and understanding. 1 in 10 children have speech, language and communication needs; it's therefore essential to understand how to identify and better support these children. 90% of children enter the early years with skills and knowledge below those typically seen in children of this age. Many have levels of development that are well below typical	• Know how to use their language socially. For example, listening as well as talking, or talking to a teacher differently than to a friend ie 'pragmatic language'. **Successful language environment:** **Interactions** •Use of name •Child's level •Pacing/pausing/confirming/imitating/extending •Staff modelling language which children are not yet using
		Committed to the Families Connect 8-week programme to support parents and children to learn together in three key areas: Literacy and language development Numeracy Emotional development	In the UK, children from lower income families are 50% less likely to do as well at school as their wealthier classmates. Only a small fraction of children's learning takes place at school, so the better the home environment, the better the child's learning can be. Each activity encourages parents and children to spend quality time together by talking about specific topics and reflecting on what they already do to support their children's learning. Parents also discuss the science behind the programme's activities. These informal workshops invite parents to explore new games and approaches that might help them to support their child's learning at home.	**Opportunities** •Opportunities to engage in structured conversations with adults •Attempts made to include all children in small group activities •Interactive book reading facilitated by an adult **Environment** •Open space emphasized •Learning areas clearly defined •Literacy and book specific areas •Background noise and transitions managed effectively and consistently •Resources available for free play •Appropriate range of books •Outdoor role play

		Continuation by the HLTA SEND of the vocabulary intervention programme (VIP) and the narrative intervention programme (NIP)	VIP – a 6-week structured intervention on vocabulary and expressive language use. NIP - a narrative intervention programme - a talking based intervention with an aim to improve a child's expressive language and therefore their expressive writing	
Priority 2: To improve and develop phonics/GPS attainment across all key stages To improve PPG reading attainment and develop a strong reading ethos	**Barrier** Lack of progress and attainment in literacy	Ensure all children, including PPG and disadvantaged children are receiving a consistently high-quality provision in phonics, backed up by clear, ambitious expectations of progress.	The National Literacy Trust highlights significant research which shows that children who do not develop as proficient readers by the end of KS1 will not become habitual readers.	• The vast majority of children (95%+)(including PPG pupils) to be able to blend effectively on entering KS1 (RWinc Green +). • The vast majority (95%) of children (including PPG pupils) to able to decode effectively by the end of year 1 (RWInc Grey +). • The vast majority of pupils (including PPG pupils) able to read fluently (90+ words per minute as a guide) by the end of year 2.
		Ensure that all children, including those who are disadvantaged or in receipt of PPG are receiving a consistently high-quality standard of teaching in reading. This to be backed up by clear benchmarks and ambitious expectations of progress.	The national literacy Trust highlights the importance of children becoming proficient readers during KS2 as a key driver of success during secondary education.	• The vast majority (95%+) of pupils (including PPG pupils) able to read fluently (90+ words per minute as a guide) by the end of year 2. • The vast majority of pupils (95%+) (including PPG pupils) to be able to read fluently and with expression, retrieving key information from a given text by the end of year 3 (NFER scaled score 95+) • The vast majority of pupils (95%+) (including PPG pupils) to be able to read with expression and recognise inferential information in texts by the end of year 5. • The vast majority of pupils (95%+) (including PPG pupils) achieve a scaled score of 100+ in the end of KS assessments.
		Develop the school environment as a driver to promote reading for example through –	National Literacy Trust research highlights the importance of reading for pleasure for all pupils, but	• The teaching environment exudes the importance of reading and books are explicitly

		• Developing the school library as a hub for reading within the school • Promoting books and authors explicitly through display and environments • Creating promotional initiatives such as 'books to read in year…' programmes • Author visits/book weeks explicitly promote a love of reading	particularly disadvantaged pupils. This includes the importance of schools developing of a coherent strategy to promote reading for pleasure.	and implicitly promoted throughout the school. • The school library is developed into a key space within the school and is seen as the heart of the reading journey by pupils. • A wide range of initiatives promote books and reading – these are continually updated and revisited to maintain momentum. • Pupils display unerringly positive attitudes towards books and reading • Pupils read widely and express preferences about the books they read.
Priority 3: To improve parental understanding of and engagement in effective strategies that will support children at home	**Barrier** Lack of parental engagement with the learning process	Each learning journey is to include at least one from: • Interactive parental workshop around learning and cultural capital • a celebration event - PPG parents/carers to receive personal invite. • RWI workshops for KS1 parents - PPG parents given options to come and take part in RWI session alongside their child • Learning resources to be given to parents. • Calculation policy demonstration	EEF - WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING - There is an established link between the home learning environment at all ages and children's performance at school. Summary of recommendations: • Provide practical strategies to support learning at home • Tailor school communications to encourage positive dialogue about learning • Offer more sustained and intensive support where needed	100% of PPG parents to engage in an embedded range of age appropriate strategies: • For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities, such as playing with letters and numbers, are also linked to improved outcomes • Tips, support, and resources can make home activities more effective • Well-designed school communications can be effective for improving attainment • Assess needs and talk to parents about what would help them support learning: targeting is likely to be needed to use resources effectively and avoid widening gaps

PPG Outcomes	Target 2020	Target 2021	Target 2022
Progress in Reading	-1.5	-0.5	0.5

Progress in Writing	0.0	0.5	1.0
Progress in Mathematics	0.5	1.0	1.5
% Phonics	96%	96%	96%

Tier 2 – Targeted support

2019-22	Barrier Addressed	*What are our key actions to effect improvement?*	*What is the evidence and rationale for this choice?*	*Success criteria*
Priority 1: To ensure pupils access learning effectively through meeting pastoral needs – ensuring readiness to learn and improved learning behaviours. To provide a breadth of opportunity to all PP pupils including access to clubs and enrichment activities	**Barrier** High level of pastoral support required to overcome SEMH issues and vulnerability barriers	Precise SEMH tracking of PPG cohort and effectiveness of interventions. Effectively measured by the vulnerability tracker, SDQ and Boxall and tracked by CPOMS. Interventions provided as appropriate from the inclusion team and/or external agencies	We have a relatively large number of vulnerable PPG single parent and split families who struggle to provide consistent adequate care for their children without a level of support in place both for the children individually and as a family as a whole. As a result, the child does not learn to the best of their ability.	To enable the PPG pupil to be open and receptive to learning to the best of their ability.
		Develop and embed a range of guaranteed experiences which all children will gain during their time at Maltby Redwood – these will take place during the school day and be part of the core curriculum offer and also supported by the extra-curricular offer	The Cultural Learning Alliance highlights work which champions the importance of transferred cultural capital in enabling children to be successful in school and life. PPG/ disadvantaged pupils may have less opportunity to build cultural capital – this in turn impacts on their attainment.	All PPG pupils have the opportunity to experience the school curriculum and extra-curricular activities on an equal basis with non-disadvantaged pupils.

Priority 2:	Barrier	Precise graduated response for and SEND tracking of PPG cohort and effectiveness of interventions.	Ensuring that the child or young person is at the centre of everything we do	100% of PP pupils, who require it, access a graduated approach to SEND intervention – all assessed, planned and reviewed in a cyclical process.
To ensure pupils access learning effectively through meeting SEND needs – ensuring readiness to learn and improved learning behaviours	High level of SEND support needed to overcome learning barriers	Embed the IDOX Open Objects Project the digital platform to embrace the collaborative approach to assess, plan and review Interventions provided as appropriate from the SEND team or external agencies	Process and decision transparency; clear, accessible and timely information Easing the administrative burden; efficient recording and use of information A truly collaborative approach to assessment, planning and review; secure and easy multi-agency working	

Tier 3 - Wider strategies

2019-22	Barrier Addressed	*What are our key actions to effect improvement?*	*What is the evidence and rationale for this choice?*	*Success criteria*
Priority 1: To continue to improve attend-ance by reducing the number of PPG absences of sporadic illness, PA and holidays	**Barrier** Attendance support has been effective and needs to continue	Daily precise attendance tracking of PPG cohort with an immediate response. Monitor and evaluate the effectiveness of interventions/support - attempt a more personal response if necessary Follow the MLT attendance policy rigorously	The gap in attendance between PPG vs non-PPG from 2017/18 to 2018/19 has remained the same and the lowest in the MLT trust. However even though the strategy is successful, it must continue, due to the continuing multiple complex needs. 10% of all PP children currently have measurable attendance issues. Each one has an	100% of PPG pupils to hit the attendance target of 96%.

			attendance plan in place that follows MLT policy and procedures but also offers support for the family	

Detailed plans and costings 2019-20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Tier 1 - Quality of teaching for all				
Priority	**Chosen actions / approaches**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Priority 1: To develop the functional and expressive language needs of the PP children in EYFS	Develop the role of SaLT therapist, responsible for the organisation and promotion of: • Staff training: one per half term • Communication friendly environments • CELF assessments • Interventions • SEMH – Salt workshops To run the Families Connect 8-week programme with three cohorts including pre-school children and families To complete the vocabulary intervention programme (VIP) and the narrative intervention programme	**Key areas for school CPD to include:** • Importance of early years' language • Strategies to support language and communication with children you work with. How SaLT can support SEMH needs Language rich environments Developing effective vocabulary – world aware • Working with ASC pupils in primary • Supporting children and young people in care: the five good communication standards. • Communication friendly environments **Key Questions:** • Has the quality of adult- child interaction improved and is it making an impact on the learning of the children? • Are the expressive language needs of the children being met? • Has the quality of adult –child interaction in the classroom improved? • Have all staff in FS taken every opportunity to extend children's learning, develop their language, feed in new vocabulary and challenge their thinking? Has the learning environment improved to make a greater impact on children' language development? • Are there structured opportunities present in the classroom to support language development and early writing having an impact on learning?	BS KW CFS	Learning audit and subject reviews Review impact and address training and strategies for expressive language DLR - monitor existing practice and then model high quality adult – child interaction to individual staff

	(NIP) with all PPG pupils in EYFS			
Priority 2: To improve and develop phonics/GPS attainment across all key stages To improve PPG reading attainment and develop a strong reading ethos	**FS1 – Y2** – RWI phonics is used to teach children decoding and blending skills. 1:1 RWI interventions are used to help slower readers catch up. **Y2** - Novel study (with elements of echo reading) for children not in RWI phonics. **Reading books match stage of reading accurately (RWI book bag books)** **Y3** – RWI phonics for a small group of children who still need it (join groups in KS2) Echo reading used for small group intervention to improve fluency – Run by class teacher (2 thirty min sessions a week)	**RWI training** for new and existing staff to take place in October 2019 followed by a development day in Nov 2019 Daily monitoring of quality of provision by BS – formal and informal followed by weekly coaching of key aspects picked up through daily QA. Half-termly phonics screening checks for Year 1 and Y2 resits – Gap analysis to ensure rapid progress. New RWI groups to start with a focus on fluency and not pushing children too quickly. Children to be sent book bag book at previous level to ensure they can read fluently at home **Key questions:** • Are 100% of staff confident at how to deliver RWI? • Have all areas been provided with necessary resources? • Have 80% of children moved up at least one group Each half term? **RWI spelling** staff meeting needed to check delivery is consistent and flip charts are being used to reinforce the rules taught on the videos. Daily English sessions to start with IGC and SPAG starters in years 2-6 Word types to be displayed in years 2-6 Spelling homework to be sent weekly NN to be displayed in classrooms and referred to on LO sheets – Link to marking with yellow highlighters. Editing stations to be resourced so that children increase independence to edit own and peers work.	BS HOC	**Learning audit and subject reviews Review impact against end of year expectations for reading (Decoding/ fluency)** **FS1 –** Recognise graphemes and blend simple words orally. **FS2 –** Decode and blend a simple sentence with sight reading of CEWs. **Y1 –** Decode and blend an age appropriate book with sight reading of CEWs. **Y2 –** Sight read most words in age appropriate text – Read with **fluency.**

	Novel study following reciprocal reading style for majority of the class **RWI books used for LA readers and rest of children benchmarked to ensure correct level.** **Y4/5/6** – Novel study following reciprocal reading style with discrete unseen text once per week. Echo reading as above	Fresh start materials to be used for KS2 **Reading** Novel study to ensure that children are reading every day – Children need to be able to read class text fluently – Lower lexile and high interest. Intervention groups to be put in place for children who need a lower lexile text than majority of class. Fluency project in place for 2-6 – Start in second week and BS to support as SLE. BS to deliver parent workshop on fluency this half term. APE sentence stems used to develop written and verbal answers. One discrete reading session per week in years 4-6 to ensure a range of texts are covered and test techniques can be taught – Texts need to be challenging and sessions need rigour to ensure that fluency and speed are improved at all levels. Children to read for a purpose in a range of subjects across the curriculum. Library services to organise the library and train children to run. Reading festival WC 18.11.19 – Scholastic book fayre. Story time to be monitored with BS showcasing reading with prosody. Share reading assemblies with all staff. Must Read challenge paired with bronze award for theatre reward **Key Questions:** Are 80% of children enthusiastic and excited about reading? Are 80% of boys in each class taking Must Read books home to read? Are 80% of whole class taking Must Read books home to read? Have 80% of children read 2 books by October half term? Are 80% of children on track to achieve ARE+ by half term? Do classroom environments/ activities reflect the planning in place and the relevant rubric?		**Y3** – Read a short age appropriate novel **fluently.** **Y4** – Read longer age appropriate novels **fluently** and be able to approach unseen texts with **fluency and stamina.** **Y5** – Read age appropriate novels and a range of unseen texts with fluency and stamina. **Y6** - Read age appropriate novels and a range of unseen texts with fluency and stamina.

Priority 3: To improve parental understanding of and engagement in effective strategies that will support children at home	To build the following curriculum drivers, with a parental focus, into the medium-term planning of all learning journeys: 'Redwood Makes a Difference': Curiosity Challenge Creativity Community Celebration Closing the gap…. vocabulary, knowledge, experiences, aspiration	Each learning journey is to include at **least one from**: • Interactive parental workshop around learning and cultural capital • a celebration event - PPG parents/carers to receive personal invite. • RWI workshops for KS1 parents - PPG parents given options to come and take part in RWI session alongside their child • Learning resources to be given to parents. • Calculation policy demonstration All the above need to be covered at least once over the year **Key Questions** – at the end of each learning journey: Did 100% of PP parents attend at least one of the workshops? Did 85% of PP parents respond to the 'must read challenge?' Did 85% of PP parents attend the parents' meeting? Were those missing offered alternative slots? Did 100% of PPG parents attend at least one celebration over the year? Were resources given out to all PPG parents?	All staff	Within every pupil progress meeting – one per half term
PROJECTED SPENDING PER YEAR			£22,500	

Tier 2 – Targeted support for current academic year				
Priority	**Chosen action / approach**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**

| Priority 1: | Precise SEMH tracking of PPG cohort and effectiveness of interventions. Interventions provided as appropriate from the inclusion team or external agencies | The ultimate aim of this approach is that the child SEMH barriers will reduce – measured by the vulnerability tracker, SDQ and Boxall analysis – and enable the PPG pupil to be open and receptive to learning to the best of their ability A multi-agency approach will continue to be deployed as appropriate alongside applications for extra funding – this will include our involvement in Early Help, CIN or CP review and planning. | JS

All staff | Half termly pupil progress meetings – HO'C, teachers

Termly IEP reviews – JM/CF

TAC, TAFs, PEPS as and when required – JM/JS |
|---|---|---|---|---|
| To ensure pupils access learning effectively through meeting pastoral needs – ensuring readiness to learn and improved learning behaviours.

To provide a breadth of opportunity to all PP pupils including access to clubs and enrichment activities | To supplement a more engaging approach to learning there is a pastoral priority for all staff to understand the cultural, emotional and SEND barriers to learn of our large cohort of vulnerable children and to try a variety of strategies to overcome these | Through training staff will understand that some children cannot come to school ready to learn due to issues outside of our control. It is our role to provide the necessary **circle of support** to ensure that every child achieves to the best of their ability despite external circumstances.

Ensure that displays around the school showcase the very best examples of PPG pupils work – this should be the very best every child can achieve.

To raise aspiration and belief in every child to achieve to the best of their ability Staff need to be able to articulate as and when necessary for each child in their class around strengths and needs in terms of attainment, progress, ability, learning barriers, possible SEMH issues and barriers and external factors alongside strategies to ensure all children achieve. Using this knowledge opportunities and experiences need to be built into the curriculum cultural capital.

Regular whole staff training re safeguarding, pastoral and SEND strategies to overcome barriers for learning.

To ensure PP children have many opportunities for participation and success through school that are wider than the normal curriculum | | |

		Key questions: Do all vulnerable children have the appropriate level of support in place or is the support being sought including relevant funding? Are the strategies in place having an impact?		
Priority 2: To ensure pupils access learning effectively through meeting SEND needs – ensuring readiness to learn and improved learning behaviours	Precise graduated response for and SEND tracking of PPG cohort and effectiveness of interventions. Embed the IDOX Open Objects Project the digital platform to embrace the collaborative approach to assess, plan and review Interventions provided as appropriate from the SEND team or external agencies	To ensure early and accurate identification of special needs, using a range of procedures to cover the following: • Registering concerns about pupils • Collection of evidence from a variety of relevant sources • Using relevant assessments Levels of progress are monitored leading to differentiation and further diagnostic testing as appropriate - assess, plan and review process To provide a coordinated graduated SEND provision; including appropriate delegation of the school's SEND budget and other resources to meet PPG pupils' needs effectively, including pastoral and academic interventions plus external agency assessments /interventions if necessary To liaise effectively with all stakeholders: • PPG pupils with SEND and families • Teachers and TAs • early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies • the LA and LA support services • Potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned	JM CF	Half termly pupil progress meetings – HO'C, teachers Termly IEP reviews – JM/CF TAC, TAFs, PEPS as and when required – JM/JS
PROJECTED SPENDING PER YEAR			£ 50,000	

Tier 3 - Wider strategies for current academic year

Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Priority 1: To continue to improve attendance by reducing the number of PPG absences of sporadic illness, PA and holidays	Daily precise attendance tracking of PPG cohort with immediate response. Monitor and evaluate the effectiveness of interventions/support - attempt a more personal response if necessary Follow the MLT attendance policy rigorously	All staff understand their role in ensuring good attendance and punctuality Regular attendance monitoring by the Attendance Officers, Learning Mentors, Teachers and Principals Children with good attendance and/or punctuality are rewarded Children whose attendance falls below the local average are monitored and parents challenged following the MLT attendance policy Children and their parent/carers are made aware of the importance of good attendance and punctuality and are informed of the consequences when it is not. To encourage excellent attendance, the school will: • Give parents/carers details on attendance in newsletters, on the website and in displays around school • Report to parents/carers regularly on how their child is performing in school, what their attendance and punctuality rate is and how this relates to their attainment; • Celebrate good attendance by displaying individual and class achievements • Reward good or improving attendance through class competitions and prizes, certificates and commendations All the PPG children currently who have a measurable attendance issue has an attendance plan in place that follows MLT policy and procedures but also offers support for the family.	HO'C CH	CH tracks attendance on a daily basis. Concerns are fed back to Principal and DDSL. Response to concerns are immediate. Longer term attendance issues are considered at the following and built into target setting: Half termly pupil progress meetings – HO'C, teachers Termly IEP reviews – JM/CF TAC, TAFs, PEPS as and when required – JM/JS
PROJECTED SPENDING PER YEAR			£5000	