

### **Pupil Premium Grant 2018-2019**

Redmile Church of England Primary School is expecting to receive £13,040 for the financial year 2018-2019. Due to the rural isolation of our community, we need to ensure our families have the financial support needed to ensure that all children have access to high quality extra-curricular activities, school trips and other curriculum enrichment activities as well as tuition that may be required to support their learning and develop their social skills.

<b>Number of Pupils and Pupil Premium Grant (PPG) Received</b>	
Total number of pupils on roll (NOR)	87
Total number of pupils eligible for PPG	7
Amount of PPG received per pupil	£1320/£1900
Total	£13,040

#### **Principles:**

At Redmile CE Primary School:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

- Pupil Premium funding will be allocated following a needs analysis which will identify support required for pupils in receipt of PPG. Children not entitled to PPG may be included in some intervention/focus groups.

We plan to utilise it in many different ways to enhance opportunities for eligible learners in our school. We predict to spend the 2018-19 grant as follows and expect the impact to be as detailed:

<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers: (to be addressed in school)</b>	
<ol style="list-style-type: none"> <li>1. SEND: a large proportion (4/7) are additional needs, some significant high needs.</li> <li>2. Confidence, self-esteem and mental health: 3/7 children have a low regard for themselves.</li> <li>3. Reading: a large proportion do not have secure level of reading by the end of KS1.</li> <li>4. Speech and language and social and communication difficulties.</li> </ol>	
<b>External barriers: (issues which also require action outside school)</b>	
<ol style="list-style-type: none"> <li>1. A proportion of children are adopted from care.</li> <li>2. A proportion of children have had level 2 or above (EHA, CIN, Child protection) involvement.</li> <li>3. Social housing (over-crowding).</li> <li>4. Rural isolation.</li> </ol>	
<b>Desired outcomes:</b>	<b>Success Criteria:</b>
<ol style="list-style-type: none"> <li>1. Improve attainment of disadvantaged children.</li> <li>2. Improve attitudes towards self and increased self-esteem.</li> <li>3. Improve reading outcomes for disadvantaged children.</li> <li>4. Financial support to enable full participation.</li> </ol>	<p>Children to meet their own individual targets.</p> <p>Children's self-score of attitude and self-esteem will increase, impacting on happiness and confidence; higher quantity and quality of work in books.</p> <p>Children's accuracy will increase on average by 10%.</p> <p>Children access external clubs within the county to support their physical and mental health and well-being.</p>

<b>PROVISION</b>	<b>COST</b>	<b>IMPACT</b>
Providing small group work with an experienced teacher/TA focused on overcoming gaps in learning	8312.00	Our children make progress and are achieving well. Most children who are working on the National Curriculum meet

<ul style="list-style-type: none"> <li>• The major focus of our work, through the pupil premium, is aimed at accelerating pupil progress – moving children to at least age related expectations in reading; also in maths and writing.</li> <li>• Paired or group tuition/intervention which helped children with specific identified needs; without it, they may have been at risk of underachievement.</li> <li>• High focus on individual/group support in EYFS</li> </ul>		<p>age-related expectations; those that don't, have special educational needs and make small steps of progress with the support they receive.</p> <p>Younger children achieve much in their first year, particularly in terms of social and emotional developments which is the main priority for support.</p> <p>Many gaps are filled earlier on, to avoid widening the gap as the children get older.</p>
<p>School visits and activities requiring voluntary financial contributions from parents. This includes trips such as residential and activities like swimming.</p>	350.00	<p>Children's learning is enriched and their self-confidence grows. Subsidies of this kind ensure no child misses out of such important aspects of education.</p>
<p>Financial support for extra-curricular activities, including those offered by other clubs or providers outside of school, This has included, for example, drumming lessons and Magical Maths.</p>	550.00	<p>Boosts confidence, health, fitness and subsequently boosts attainment. Attendance at clubs is high. Children perform in musical performances and as team members in school sports tournaments.</p>
<p>Help is given with the cost of purchasing school uniform.</p>	100.00	<p>This ensures all children feel a sense of belonging to boost their self-esteem..</p>
<p>Financing support from outside agencies to help children with specific identified needs.</p>	1650.00	<p>Helping to minimise risk of underachievement due to emotional/ health/well-being/social/academic factors.</p>
<p>Woodland Adventures, based on Forest Schools principles, so PP/LAC pupils can access the broader curriculum</p>	1403.00	<p>Develops essential health and well-being factors as well as strengthening social and communication skills. Children are able to take risks in a safe environment and learn about the world around them. Improves communication and language development.</p>
<p>Daily Milk.</p>	200.00	<p>Supports nutrition and promotes good health.</p>
<p>Staff CPD to ensure leaders, teachers and support staff maximise the opportunities to ensure all PP children thrive.</p>	300.00	<p>Impact is show academically and socially and emotionally. Children achieve well and make good progress from their</p>

		individual starting points. They also feel happy and well-supported in school by the staff that know them well.
AOS- autism outreach service	£175	AOS supports the children and staff to ensure we maximise the potential of children with specific needs.

We will monitor the children's attainment and progress, as well as their emotional and social well-being in order to measure impact of the Pupil Premium. We have an excellent working relationship with our families and know the children well. We will not publish details of SATs or other test results in order to protect the identity of our families due to the small cohorts at our school.

The next review of our Pupil Premium strategy will be at the end of the summer term 2019.