

Pupil Premium Grant 2019-2020

Redmile Church of England Primary School is expecting to receive £10,560 for the financial year 2019-2020. 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.

Number of Pupils and Pupil Premium Grant (PPG) Received	
Total number of pupils on roll (NOR)	84
Total number of pupils eligible for PPG	7 (2018/19 pupils as funding in arrears)
Amount of PPG received per pupil	£1320
Total	£10,560 (Based on 8 pupils 2018/19 – funding received in arrears)

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 2019-20 grant as follows and expect the impact to be as detailed:

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers: (to be addressed in school)	
<ol style="list-style-type: none"> 1. SEND: a large proportion (5/7) are additional needs, some significant high needs. 2. Confidence, self-esteem and mental health: 4/7 children have a low regard for themselves. 3. Reading: a large proportion do not have secure level of reading by the end of KS1. 4. Speech and language and social and communication difficulties. 	
External barriers: (issues which also require action outside school)	
<ol style="list-style-type: none"> 1. A proportion of children have had level 2 or above (EHA, CIN, Child protection) involvement. 2. Social housing (over-crowding). 3. Rural isolation. 	
Desired outcomes:	Success Criteria:
<ol style="list-style-type: none"> 1. Improve attainment of disadvantaged children. 2. Improve attitudes towards self and increased self-esteem. 3. Improve reading outcomes for disadvantaged children. 4. Financial support to enable full participation. 	<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>

PROVISION	COST	IMPACT
Providing small group work with an experienced teacher/TA focused on overcoming gaps in learning <ul style="list-style-type: none"> • 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 Literacy and Numeracy • Paired or group tuition/intervention which helped children with specific identified needs; without it, they may have been at risk of underachievement. 	6485.00	Our children make progress and are achieving well. Most children who are working on the National Curriculum meet related expectations; those that don't, have special educational needs and make small steps of progress with the support they receive. Younger children achieve much in their first year, particularly in terms of social and emotional developments which is the main priority for support.
School visits and activities asking for voluntary financial contributions from parents. This includes trips such as residential and activities like swimming.	400.00	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.
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.	450.00	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.
Help is given with the cost of purchasing school uniform.	150.00	This ensures all children feel a sense of belonging.
Financing support from outside agencies to help children with specific identified needs.	1000.00	Helping to minimise risk of underachievement due to emotional/ health/well-being/social/academic factors.
Outdoor Adventures, based on Forest Schools principles, so PP/LAC pupils can access the broader curriculum	1400.00	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.

Continuous professional development for staff	300.00	Increased opportunities to attend events due to difficulties with transport (the rural setting of our catchment means parents have to drive children many miles to access sports and clubs outside of school) or they have a low income. Our children represent the school in competitive sports, perform in concerts/assemblies and have their achievements celebrated at our Friday Special Assembly.
Daily Milk.	200.00	Supports nutrition and promotes good health.
Resources.	175.00	Supports learning to enable our children to make progress and achieve well.

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 2018.