

Pupil premium strategy statement (SEN)

Introduction

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after in Local Authority care continuously for more than six months, and children of service personnel. The government believes that head teachers and school leaders should decide how to use the pupil premium. They are held accountable for the decisions they make through:

- The performance tables which show the performance of disadvantaged pupils compared with their peers
- The Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium
- The reports for parents that schools have to publish online

We at Red Moor School strongly believe in providing the 'best education for every child' no matter what background the child comes from. We work tirelessly to ensure that each child is provided with the best opportunities to progress academically, socially and emotionally during their time with us. However, we recognise that some students, such as: those who receive Free School meals (FSM), Looked After Children (LAC), Previously Looked After Children (PLAC) and children of service personnel may need additional support and guidance to ensure that they are indeed provided with the very best education for them. The below information will highlight the whole school approach to how we spend Pupil Premium funding along with how we use the funding to support each individual child.

School overview

Metric	Data
School name	Red Moor School
Pupils in school	26
Number of Children entitled to PP	4
Pupil premium allocation this academic year	£9,380
Academic year or years covered by statement	2020-2023
Publish date	30.03.2021
Review date	04 September 2021
Statement authorised by	Laura Horne
Pupil premium lead	Sam Stevenson

Disadvantaged pupils progress scores for last academic year

Measure	Score
Reading	N/A – First year of opening
Writing	N/A – First year of opening
Maths	N/A – First year of opening

Disadvantaged pupil's performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	N/A – First year of opening
Achieving high standard at KS2	N/A – First year of opening

Strategy aims for Disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to understand and deliver the phonics scheme effectively
Priority 2	Work with the Maths and English leads to ensure that effective and successful Maths and English interventions are in place.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2	Sept 21
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	Sept 21

Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed use of Accelerated Reader across all year groups to increase reading for pleasure
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Encouraging wider reading and providing interventions in mathematics

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring that Red Moor has appropriate and effective Maths and English intervention programmes in place.	Head of Faculties for Maths and English to highlight and purchase the appropriate programmes.
Wider strategies	Engaging the families facing most challenges through programmes such as Outreach.	Working closely with the LA and other local schools on cross-school outreach programme.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	N/A – first year of opening
Progress in Mathematics	N/A – first year of opening
Phonics	N/A – first year of opening
Other	N/A – first year of opening

Individualised pupil support

On top of the whole school approach to utilising Pupil Premium funding, we also use a wide range of highly skilled individuals to ensure that we at Red Moor are indeed providing the 'best education for every child'. Upon their arrival all of our disadvantaged pupils are assessed in a number of areas in order for us to put in place the appropriate personalised provision for each individual child. We have a varied and incredibly highly skilled therapy team consisting of: 2 Educational Psychologists, 2 Occupational Therapists, a Speech and Language Therapist and a Play Therapist. All work together very closely and will highlight particular provisions, equipment, facilities or experiences the students may need.

Pupil Premium money is then spent on any of the following areas:

- Outdoor provisions – such as farms, TST (Transferrable Skills training), Bike and vehicle building and maintenance, forest schools.
- Indoor provisions – Play therapy, Occupational therapists, Speech and Language therapy.
- Specialist equipment – Eg Sensory boards and equipment, ear defenders, specialised chairs and tables.
- Electronic equipment – Eg headphones, laptops, Ipads, mice, alternatives to reading.
- Books – Eg specialist reading and maths intervention books.
- Excursions – Eg Plymouth aquarium, museums, places of interest.
- Sporting equipment – Eg specialist bikes.

Any of the above purchases are firstly discussed with parents, carers, social workers and other professionals during meetings such as Personal Education Plans (PEPs). If everyone is in agreement about the positive impact the item or provision could have then the purchase or booking is made.