

Context of The School

Redfield Educate Together is a diverse and vibrant primary school in central Bristol, serving the local areas of Redfield, St George and Barton Hill. The school opened in September 2014 with YR only and has increased by one year group each year since then. There are 14 classes - two for each year group from Reception to Year 6. We have higher than national averages of children eligible for free school meals, from black and minority ethnic groups and with English as an Additional Language. The proportion of pupils who have special educational needs and/or disabilities is lower than nationally.

20/21 is the first year the school has had a Y6 cohort so there is not yet any published end of KS2 assessment information. The school provides and manages before- and after-school childcare.

The school is part of the Educate Together Academy Trust and aims to provide an ethical and values-based curriculum suited to a rapidly changing world. Our unique ethical curriculum and our core principles enable us to create a learning environment that nurtures, encourages and builds the skills children will need in our increasingly diverse and globalised world. We are an equality based school where *no child is an outsider* and *we learn together to live together*. We aim to develop the whole child, encouraging their individuality, respecting each child's identity and respecting that of their family equally. We work hard to create a positive, comfortable atmosphere in all our schools nurturing each child as an individual. The underlying concept is that human diversity enhances life, enriches culture and provides huge educational resources for current society and its future social, cultural and economic prosperity. We adhere to the Trust's 4 core principles:

- **Equality based** i.e. all children having equal rights of access to the school, and children of all social, cultural and religious backgrounds being equally respected
- **Co-educational**, all children are encouraged to explore their full range of abilities and opportunities
- **Child-centred**, in that we put the children at the heart of every decision and activity. If it is not for children's learning or welfare then why do it?
- **Democratically run** with active participation by parents, pupils and the community in the daily life of the school, whilst positively affirming the professional role of teachers

We actively encourage and teach children to be proactive participants in our world, questioning and reflecting on all that life brings them.

Objectives of Pupil Premium Spending

The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The pupil premium is allocated to schools and is clearly identifiable. Schools can decide how the pupil premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At Redfield Educate Together we support all our pupils. We do this by providing high quality classroom teaching supplemented by interventions to support vulnerable learners as and when required. The Senior Leadership Team and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for pupil premium children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. It is a national trend that levels of attainment are often lower for children eligible for free school meals. Through quality first teaching and targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations and more as they move through the school. We analyse our data thoroughly and are making use of a range of research, such as parental engagement research, children as writers, good practice in using pupil premium funding and the Sutton Trust research on within school variance, to inform our decision making.

Number of pupils and Pupil Premium Grant expected 20-21	
Total number of pupils on roll	381
Total number of pupils eligible for grant	91
Total amount received (current financial year)	£80,000

Main barriers faced by eligible pupils
<ul style="list-style-type: none"> • Attendance among eligible pupils is lower than among other pupils. For some this may be due to poorer health related to living conditions. • Some have difficulties with punctuality and organisation • Some eligible pupils receive less support than others with reading at home and other homework • Some do not have access to a wide range of cultural experiences enjoyed by other children such as travel, film, libraries and theatre. • Some, particularly those in the younger years, have delay with emotional literacy and social skills and can have limited experience of social interaction. • Some have delayed speech and language. • Some eligible pupils have specific special educational needs or behaviour difficulties

Curriculum Focus
Increase % of children working at age related expectations in all areas.

Pupil Premium Grant spending by focus 2020/21			
Focus of funding	Objective	What this will look like	Approx Cost
English Targeted support	To increase the percentage of children reaching or exceeding age-related expectations in reading and writing	<ul style="list-style-type: none"> • Additional books targeted at children's interests • reading and writing resources for home use • phonics and spelling interventions and resources including sound discovery • extra reading support in school • EAL resources • Handwriting resources – online and concrete • speech and language intervention and training 	£25,500
Maths Targeted Support	To increase the percentage of children reaching or exceeding age-related expectations in Maths.	<ul style="list-style-type: none"> • Focus groups led by teachers and trained LSAs on specific maths targets • Maths online resources and practical aids • Targeted maths interventions 	£25,500

Learning Support	To improve the quality and range of specialist Learning support to increase the percentage of children reaching or exceeding age related expectations.	<ul style="list-style-type: none"> • Teacher and LSA training – specific interventions and strategies in reading, writing and maths • Autism attention interventions 	£10,000
Nurture and Behaviour Support	To improve educational outcomes for children by removing barriers to learning and meeting social, emotional and wellbeing needs	<ul style="list-style-type: none"> • LSA support in class • Nurture and ELSA intervention 	£7,000
Extra-curricular	To broaden the children’s experiences through extended opportunities beyond the national curriculum. To increase attendance and punctuality	<ul style="list-style-type: none"> • Enabling PP children to access trips through reduced cost • Providing enrichment opportunities • Prioritising places in after school clubs to PP children <p><i>NB this is uncertain due to Covid but will be replaced with equivalent support if necessary</i></p>	£4,000
Pastoral	To reduce barriers to learning through pastoral care and support for our children and their families.	<ul style="list-style-type: none"> • Funded Breakfast Club • Attendance incentives and support • Providing devices and internet access for home learning • Stationery and equipment for home use 	£8,000

How we monitor and review Pupil Premium Spend:

- Pupil Premium children are discussed at all Pupil Progress meetings, where children targeted for specific help and support are identified and discussed
- In all data analysis every term, PP children are identified and their progress monitored
- All class teachers are aware of PP children in their class and these are highlighted on their marksheets.
- Additional needs that can be met with PP spend are discussed with parents of PP children at parents’ evening
- Every intervention is monitored, with specific outcomes and review dates and adjusted if they don’t work
- We do not allocate all our PP funding at the start of the year – we keep some in reserve to spend as needs arise through the year, to respond to the specific and individual needs of every child

We use a wide range of data to analyse impact of spending:

- End of key stage data
- Phonics outcomes
- EYFS data
- Tracking Data (progress through the year based on teacher assessments)
- Intervention analysis
- Outcomes of observations, work scrutinies, learning walks