

**Red Hall Primary School**

**Pupil Premium Strategy Statement 2017 - 2018**

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| **Summary information** | | | | | |
| **School** | Red Hall Primary School | | | | |
| **Academic Year** | 2017 - 2018 | **Total PP budget** | £174,960 | **Date of most recent PP Review** | September 2017 |
| **Total number of pupils** | 207 pupils including Nursery | **Number of pupils eligible for PP** | 125 – 60.39% | **Date for next internal review of this strategy** | December 2017  March 2018  July 2018 |

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| **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving age related expectations in reading, writing and maths** | 61.1% | 80% |
| **% achieving age related expectations in reading.** | 72.2% | 80% |
| **% achieving age related expectations in writing.** | 72.2% | 100% |
| **% achieving age related expectations in maths.** | 100% | 100% |
| **% achieving age related expectations in GPS.** | 94.4% | 100% |
| **KS1 – KS2 progress in reading** | + 4.0 | + 2.2 |
| **KS1 – KS2 progress in writing** | + 2.5 | + 6.7 |
| **KS1 – KS2 progress in maths** | + 7.7 | + 1.7 |

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| **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | On-entry to School, children in EYFS have very low starting points  Reading difficulties – pupil premium pupils are more likely to enter school with reading skills below those expected for their age. Phonic knowledge is often also below expected.  Social, Emotional, Mental Health and Behaviour needs can have a negative impact on progress. A significant proportion of children in school eligible for pupil premium face a range of challenges which result in a higher proportion of social and emotional issues than their peers.  Significant number of SEND needs amongst Pupil Premium children. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
|  | | Deprivation - The school serves a community which reflects extreme social and economic challenges.  Attendance rates which reduces school hours. Attendance for pupils eligible for PP averages at (below the target for all children of 96%).  Parental Engagement in school and children’s learning  Low Aspirations  Lack of opportunity and wider life experiences to link to learning in school.  Mental Health and wellbeing of family members.  Concerns regarding safeguarding and the protection of children. | |
| **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Vulnerable children are identified early within the EYFS, so that differences do not widen as they move through School. | | PP children in the EYFS achieve and progress in line with other children. |
|  | Pupils receive appropriate and targeted interventions as required to support them to achieve age related expectations and increase progress levels. | | Raised standards and improved outcomes. PP children progress in line with other children. |
|  | Attendance is above national expectations for PP children. | | Disadvantaged children attend school regularly; access the curriculum which supports improved attainment, aspirations and well-being. |
|  | Equality of Opportunity for all pupils | | PP children have equal access to school visits and access to all additional enrichment experiences to enhance the curriculum. |
|  | Vulnerable PPG children and their families access internal and external support for learning, emotional, behavioural and social needs. | | Disadvantaged children with SEND / social/emotional/behavioural needs progress in line with other children.  Social, Emotional and mental health barriers are minimised enabling pupils to achieve their full potential. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2017 - 2018** | | | | |
| 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. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation** |
| Vulnerable children are identified early with the EYFS, so that differences do not widen as they move through School. | Raising staffing levels to provide inclusion support for pupils and targeted intervention.  Early Speech and Language Intervention | This additional support will enable teachers to quickly give support to pupils on entry to school.  Children present with low levels of speech, language and communication on entry to school. | SLT will monitor the impact of this support through lesson observations and learning walks. | HT/Early Years Lead | Pupil Progress Meetings Termly |
| Pupils receive appropriate and targeted interventions as required to support them to achieve age related expectations and increase progress levels.  (Focus on Writing and Reading) | 1:1 tuition and holiday clubs or pupils in Y1, 2 and 6.  Raising staffing levels to provide inclusion support for pupils and targeted intervention.  Continue to provide for pupils within the school’s learning hub  Accelerated reader to boost reading comprehension skills.  Focus on opportunities for Writing intervention. | This additional support will enable teachers to quickly give support to pupils that are not meeting success criteria in lessons. Through this these pupils will be less likely to fall behind in their learning. It will improve their confidence and enable them to fully participate in future lessons.  Children are supported by resources to develop their reading and comprehension skills  Children enjoy using computer programmes to enhance their reading – confidence when Improved learning outcomes in reading Accelerated progress in reading ages | SLT will monitor the impact of this support through lesson observations and learning walks. Book scrutinies will also show the progress of all pupils and evidence of the interventions received when they have not met the success criteria of a lesson.  Governor monitoring  Evidence of attainment and progress of PP children in line with peers and national.  Differences diminished.  Evidence of accelerated progress.  Disadvantaged pupils develop a love for reading and read well | HT/AHT | Pupil Progress Meetings Termly or ½ termly for key year groups. |
| **Total budgeted cost** | | | | | £93,000 |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation** |
| Attendance is above national expectations for PPG children. | Continue to employ a PCSO to support with attendance.  Reward 100% attendance regularly starting in Early Years.  First day calling for pupils.  Breakfast Club extended and subsidised (additional staff costs, resources & food subsidy) | The PCSO will work with parents and carers to improve the punctuality and attendance of children, particularly those from vulnerable groups. They will support the school on attendance concerns. They will also support families to promote early engagement with the school and their children’s learning. We have chosen this approach as we can’t improve outcomes for children if they are not attending school regularly. | Regular attendance review meetings to ensure early identification of children with attendance issues.  Systematic calling for children who have not attended school and home visits where necessary. Workshops and parent meetings to promote attendance  Regular reviews of attendance data. | SBM  HT | Termly attendance report to Full Governing Body. |
| Vulnerable PPG children and their families access internal and external support for learning, emotional, behavioural and social needs. | To continue to employ a part time Learning Mentor to develop and support children’s emotional, social and behavioural needs and to support the children through difficult times, e.g. transition or family difficulties.  The Learning mentor develops targeted behavioural interventions for identified students.  To continue to employ a full time Family Support Worker.  Counselling services for pupils and families.  Training for staff member as ELSA (Emotional Literacy Support Assistant).  Create a ‘Space to talk’ room | Some children are not ready for learning, behaviour issues have arisen or the impact of barriers arising at home and the children do not know how to move on from the incidents.  We hope to use Learning Mentor and ELSA to support children to self-reflect on their behaviour and educate the children into different emotional needs and developing strategies to manage different behaviour responses.  We believe that once a child can self-regulate their emotions they will be ready to learn which will have a significant impact on their academic progress. | Management meetings to ensure early identification of children with issues.  Weekly pastoral meetings where actions are put into place for key individuals.  Case Studies of pupils | HT and well being team | Termly case studies on pupils to share with governors. |
| **Total budgeted cost** | | | | | £74,500 |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation** |
| **Equality of Opportunity for all pupils**  To ensure that all children have equal access to school visits and access to all additional experiences to enhance the curriculum  To provide additional enrichment activities for children to support personal and curriculum development. | Educational visits are part funded via pupil premium funding to ensure all pupils can experience a variety of different visits and visitors into school to enhance teaching and learning.  A range of trips across the year groups are planned for in the year. These will include the pantomime, theatre visits and residential visits.  Wider opportunities music tuition  Access to School of Rock and Pop | The deprivation within in the local areas means that a lot of children remain isolated on the estate and it can be expensive to provide them with new opportunities.  Research – Outdoor learning can increase academic achievement The main effects tend to be on self-confidence, independent learning, organisational skills, motivation and opportunities to develop team work and leadership skills.  This follows the inclusive ethos of the school – for all children to have the opportunity to participate in these extra-curricular activities. There has been very positive feedback from children following the trips. This provides valuable experience (and memories) for children.  Learning out of the classroom environment can be very beneficial.  The quality of children’s writing greatly improved after educational visits | The visits will be monitored via pupils work following educational visits and the impact on learning.  Children are able to experience visits that they would not be able to normally afford and can experience places that they would not normally be able to visit. | HT | Summer Term |
| **Total budgeted cost** | | | | | £7500 |

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| 1. **Review of expenditure** | | | | |
| **Academic Year** | |  | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
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