

**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 | Of the 2016 starters in the 2 YO provision 8 out of 9 were significantly below age related levels in speaking – 89%  Of the 2017 starters in the 2 YO provision 10 out of 19 were significantly below age related levels in speaking – 53%  Of the 2017 starters in the Nursery provision 10 out of 18 were significantly below age related levels in speaking – 56%  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. | KS2 2016 autumn term data  PP in year 3 at age related expectations in reading - 50%  PP in year 4 at age related expectations in reading - 75%  PP in year 5 at age related expectations in reading - 14%  PP in year 6 at age related expectations in reading - 0%  KS2 2017 autumn term data  PP in year 3 at age related expectations in reading – 79%  PP in year 4 at age related expectations in reading - 50%  PP in year 5 at age related expectations in reading - 85%  PP in year 6 at age related expectations in reading - 26%  **Showing that reading is an issue with pupil premium children in most settings across KS2, justifying expenditure on Accelerated Reader programme.**  KS2 2016 autumn term data  PP in year 1 at age related expectations in writing –100%  PP in year 2 at age related expectations in writing -62%  PP in year 3 at age related expectations in writing –50%  PP in year 4 at age related expectations in writing -58%  PP in year 5 at age related expectations in writing -14%  PP in year 6 at age related expectations in writing -33%  KS2 2017 autumn term data  PP in year 1 reaching age related expectations in writing –36%  PP in year 2 reaching age related expectations in writing -36%  PP in year 3 reaching age related expectations in writing –53%  PP in year 4 reaching age related expectations in writing -31%  PP in year 5 reaching age related expectations in writing -38%  PP in year 6 reaching age related expectations in writing -53%  This data coupled with the reading data shows that pupil premium children in most settings are significantly below age related expectations in both aspects of literacy. To counteract this the school funds a teaching assistant in each class with the aim to support teaching with targeted intervention. Planning highlights the pupil premium children in each class so that their progress can be more closely monitored.  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 | 86% of pupil premium children in KS2 have been identified as being emotionally vulnerable and needing possible extra support to access learning in a positive and productive way. This makes it essential that we give them access to support groups and one to one support as required; these are run by our Learning Mentor and Family Support Worker, others may access weekly funded counselling. Although not as pressing an issue in KS1 the school still identifies 27 out of 36 with emotional needs (75%) and in Reception the figure is 86%.  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** |
| 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 | **Early Speech and Language Intervention**  Of the 2017 starters in the 2 YO provision 10 out of 19 were significantly below age related levels in speaking – 53%. By the end of the autumn term this percentage had dropped to 37%.  Of the 2017 starters in the Nursery provision 10 out of 18 were significantly below age related levels in speaking – 56%. By the end of the autumn term this percentage had dropped to 22%.  The additional support has enabled teachers to quickly give support to pupils on entry to school.  **End of Year Outcomes**  73% of pupils on exit from Nursery were working within or above the age appropriate band for Speaking  86% of pupils on exit from Nursery were working within or above the age appropriate band for Communication  82% of pupils on exit from Nursery were working within or above the age appropriate band for Listening and Attention.  These outcomes were above the averages for other schools in Darlington and our local area. | | Targeting younger children for early intervention and rapid progress is working and will continue next year.  Removing/reducing the barriers earlier means that children are able to access the curriculum for their year group sooner and more effectively. |  |
| 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. | **Accelerated Reader Impact from end of Autumn Term 2017**   * 50% of the Pupil Premium children in class 3 made more than 3 months progress on their reading ages using Accelerated Reader as a daily intervention. * 69% of the Pupil Premium children in class 4 made more than 3 months progress on their reading ages using Accelerated Reader as a daily intervention. * 54% of the Pupil Premium children in class 3 made more than 3 months progress on their reading ages using Accelerated Reader as a daily intervention.   **Accelerated Reader Impact from end of Spring Term 2018**   * 94% of the Pupil Premium children in class 3 made more than 3 months or more progress on their reading ages using Accelerated Reader as a daily intervention. * 47% of the Pupil Premium children in class 4 made progress, 33% made 3 months or more progress on their reading ages using Accelerated Reader as a daily intervention. * 63% of the Pupil Premium children in class 5 made progress, 18% have made 3 months or more progress on their reading ages using Accelerated Reader as a daily intervention. * 76% of the Pupil Premium children in class 6 made progress, 70% have made 3 months or more progress on their reading ages using Accelerated Reader as a daily intervention. | | Needs analysis will continue to identify and prioritise individual children and Pupil Progress meetings will continue to monitor the progress of individual pupils and focus on removing the barriers to learning by effectively mapping provision.  Impact of Accelerated reader is evident and the use of Accelerated Reader at Key Stage 1 will be implemented next year as a tool to help close the gap in reading between disadvantaged pupils and other pupils nationally.  Closing the gap in English continues to be a main focus for Pupil Premium. |  |
|  |  | **1:1 Tuition and Holiday Clubs in the Spring Term**   * 83% of Pupil Premium children in Y1 received 1:1 tuition through after school sessions or in school intervention for Phonics. * 79% of Pupil Premium children in Y2 received extra tuition for Reading, Writing and Maths which took place either before school, after school or during the February and Easter holidays. * 89% of Pupil Premium children in Y6 received extra tuition for Reading, Writing and Maths which took place either before school, after school or during the February and Easter holidays. | |  |  |
|  |  | **End of Year Outcomes** National Other’ means non disadvantaged.  **Key Stage 2**  By the end of primary school the impact of pupil premium spending in Red Hall is evident in the attainment and progress of pupil premium children.  **87% of pupils are Disadvantaged – 20 pupils (9 boys and 11 girls).**  **Reading**   * 75% of disadvantaged pupils achieved the expected standard compared to 77% of ‘Other’ pupils Nationally. There is an achievement gap of 2%. **This has widened by 3% from 2017.** * National disadvantaged is 60%. Disadvantaged pupils are 15% higher than Disadvantaged pupils nationally.   **Writing**   * 65% of disadvantaged pupils achieved the expected standard compared to 81% of ‘Other’ pupils Nationally. There is an achievement gap of 16%. **This has widened by 7% from 2017.** * National disadvantaged is 66%. Disadvantaged pupils are 1% below Disadvantaged pupils nationally.   **Maths**   * 75% of disadvantaged pupils achieved the expected standard compared to 80% of ‘Other’ pupils Nationally. There is an achievement gap of 5%. **This has widened by 25% since 2017** * National disadvantaged is 63%. Disadvantaged pupils are 12% higher than Disadvantaged pupils nationally.   **SPaG**   * 75% of disadvantaged pupils achieved the expected standard compared to 82% of ‘Other’ pupils Nationally. There is an achievement gap of 7%. **This has widened by 19% from 2017.** * National disadvantaged is 66%. Disadvantaged pupils are 9% above Disadvantaged pupils nationally.   **RWM**   * **55%** of disadvantaged pupils achieved the expected standard compared to **67%** of ‘Other’ pupils Nationally. There is an achievement gap of **12%**. This has widened by **5%**. * National disadvantaged is **48%**. Disadvantaged pupils are **7%** higher than Disadvantaged pupils nationally. | | In KS2 the gap between disadvantaged pupils in the school and disadvantaged pupils nationally has closed with disadvantaged pupils at Red Hall generally out performing disadvantaged pupils nationally. However the focus needs to continue on narrowing the gaps between disadvantaged pupils and national other moving forward. |  |
|  |  | **Key Stage 2 Progress**  **(Only 3 pupils were not pupil premium within this cohort)**   * In reading, pupil premium children have made less progress than non-pupil premium with a difference of 4.98. The gap has closed * In writing, pupil premium children have made less progress than non-pupil premium with a difference of 5.29. * In maths, pupil premium children have made less progress than non-pupil premium with a difference of 2.81.   **Key Stage 1**  **68% of pupils are Disadvantaged – 17 pupils (8 boys and 9 girls).**  **Reading**   * 76.5% of disadvantaged pupils achieved the expected standard compared to 78% of ‘Other’ pupils Nationally. There is an achievement gap of 1.5%. This has widened by 9%. * National disadvantaged is 60%. Disadvantaged pupils are above disadvantaged pupils nationally by 16.5%.   **Writing**   * 76.5% of disadvantaged pupils achieved the expected standard compared to 73% of ‘Other’ pupils Nationally. The gap has closed. * National disadvantaged is 60%. Disadvantaged pupils above disadvantaged pupils nationally by 16.5%.   **Maths**   * 94.1% of disadvantaged pupils achieved the expected standard compared to 79% of ‘Other’ pupils Nationally. There is no achievement gap. * National disadvantaged is 61%. Disadvantaged pupils are performing above disadvantaged pupils nationally.   **Year 1 Phonics**  **85% of pupils are disadvantaged .**     * 61% of disadvantaged pupils achieved the standard which is below when compared to 84% of ‘Other’ pupils nationally. Therefore, there is an achievement gap of 23%. * National disadvantaged is 70%. The performance of disadvantaged pupils in school is 9% lower than disadvantaged pupils nationally. | | In KS1 the gap between disadvantaged pupils in the school and disadvantaged pupils nationally has closed with disadvantaged pupils at Red Hall generally out performing disadvantaged pupils nationally. However the focus needs to continue on narrowing the gaps between disadvantaged pupils and national other in Reading. |  |
|  |  | **Early Years**  **45% of Reception pupils are disadvantaged – 14 pupils (3 boys and 11 girl). There is a significant gender difference.**   * 57% of disadvantaged pupils achieved the GLD. Nationally, 73% of non-disadvantaged pupils achieved the GLD. Therefore, there is an achievement gap of 16%. This has increased from 2017. * Despite the low starting points and high number of disadvantaged pupils, 57% is just above disadvantaged pupils nationally (56%). | | A focus needs to continue in regards to closing the gap between our disadvantaged pupils in Early Years and National other. |  |
| 1. **Targeted support** | | | | | |
| **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** |
| 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) | **Attendance**  At the end of the Autumn term 2017 there were 18 PP pupils out of 22 identified as persistent absentees (falling below 90%).  At the end of the Spring Term 2018 there were 18 PP pupils out of 26 identified as persistent absentees.  At the end of the Summer Term 2018 there were 17 PP pupils out of 25 identified as persistent absentees. | | Due to other schools pulling out from the PCSO contract this approach will be unable to continue and the school will need to look at other options for supporting any non-attenders.  School will continue to reward high attendance but following OFSTED there will be further actions to consider to reduce persistent absence. |  |
| 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 | **Learning Mentor**  Of the 32 children who received emotional support from the Learning Mentor during the Autumn Term 2017 29 were pupil premium children (91%).  **School Counsellor**  The school counsellor worked with 6 children all pupil premium during the Autumn Term 2017.  The school counsellor worked with 4 children all pupil premium during the Spring and Summer Term 2018. One pupil is also LAC.  (Impact overview kept confidentially by HT, case studies evidence)  **ELSA (Emotional Literacy Support)**  One member of staff completed ELSA training this time ready to complete intervention with pupils from the end of summer term into next academic year. | | Funding from Pupil Premium will continue to support these roles within school as the impact is evident (see individual case studies). |  |
| 1. **Other approaches** | | | | | |
| **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** |
| **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 | Funding used to ensure that all pupil premium children took part in planned school trips and visits during the Academic Year 2017/18.  Wilderness Schooling Programmes took place for pupils in Year 3 and Year 4 for the Summer Term. Impact report in file. | 100% of pupils access enrichment opportunities provided. | |  |