



Red Hall Primary School

Pupil Premium Strategy Statement 2018 - 2019

Summary information					
School	Red Hall Primary School				
Academic Year	2018 - 2019	Total PP budget	£173,480	Date of most recent PP Review	September 2018
Total number of pupils	210	Number of pupils eligible for PP	132	Date for next internal review of this strategy	December 2018 March 2019 July 2019

Current Key Stage 2 Attainment (Summer Term 2018)		
	<i>Pupils eligible for PP (your school)</i>	<i>'Other' Pupils Nationally</i>
% achieving age related expectations in reading, writing and maths	55%	67%
% achieving age related expectations in reading.	75%	77%
% achieving age related expectations in writing.	65%	81%
% achieving age related expectations in maths.	75%	80%
% achieving age related expectations in GPS.	75%	82%
KS1 – KS2 progress in reading	0.9	
KS1 – KS2 progress in writing	-3.7	
KS1 – KS2 progress in maths	3.6	

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
	<ul style="list-style-type: none"> On-entry to School, children in EYFS have very low starting points. Speech, Language and Communication skills in Early Years are particularly low as is Maths. English skills – 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. 	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
	<ul style="list-style-type: none"> Deprivation - The school serves a community which reflects extreme social and economic challenges. Significant % of pupils are living in one of the most deprived areas in the country. Child hood trauma – attachment, neglect, domestic violence Attendance rates which reduces school hours. 12%% of PP children are Persistent Absentees. Schools PA figure is higher than the national figure of 8.3% Parental Engagement in school and children’s learning Low Aspirations and stability in employment. Housing conditions. Relationship stability 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. Limited support from external services e.g. CAMHS 	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Early intervention within the EYFS, so that differences do not widen as they move through School. Pupil Progress meetings will identify any PP children not making progress.	PP children in the EYFS achieve and progress in line with other children.
B.	Pupils receive appropriate and targeted interventions as required to support them to achieve age related expectations and increase progress levels. Data analysis for all year groups on a termly basis identifies any PP children falling behind and interventions in place	Accelerating Progress, Closing Gaps, Improving Attainment Raised standards and improved attainment. PP children progress and achieve in line with ‘National’ other children.
C.	Pupils receive targeted and Specific Support for emotional health and well-being.	Improved attainment, aspirations and well-being.
D.	Attendance is above national expectations for PP children.	Improved Attendance Disadvantaged children attend school regularly Reduce the number of disadvantaged children who are persistent absentees.

E.	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.
F.	High investment in familial support and engagement, particularly for our most vulnerable PPG children and their families to enable stability and minimise negative and disruptive influences on each child's learning and progress.	<p>Improved Engagement of Families</p> <p>Disadvantaged children with SEND / social/emotional/behavioural needs progress in line with other children.</p> <p>Better access to internal and external support for learning, emotional, behavioural and social needs.</p> <p>Social, Emotional and mental health barriers are minimised enabling pupils to achieve their full potential.</p>

1. Planned expenditure

Academic year

2018 - 2019

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.

i. 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?	When will you review implementation
<p>Early intervention within the EYFS, so that differences do not widen as they move through School.</p>	<p>Raised staffing levels to provide inclusion support for pupils in Early Years (<i>2 x additional apprentices</i>)</p> <p>Early Speech and Language Intervention</p> <p>Re- launch delivery of parent learning programmes eg. BOO to ensure that enrichment activities involve vulnerable parents as well as pupils to broaden their experiences and to help support their child's education</p>	<p>Communication, Language and Literacy Entry Data</p> <p>Nursery Entry Data shows 5 out of 21 (24%) Nursery Pupils are below their age appropriate band for speaking. 9 out of 21 (43%) are below their age appropriate band for understanding. 11 out of 21 (52%) are below their age appropriate band for listening.</p> <p>Maths Entry Data</p> <p>11 out of 21 (52%) children are below their age appropriate band for Number.</p> <p>A focus needs to continue in regards to closing the gap between our disadvantaged pupils in Early Years and National other.</p> <p>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.</p>	<p>Data / pupil progress summaries monitoring/ work scrutiny plan set out from beginning of academic year</p>	<p>Pupil Progress meetings termly and half termly.</p>

<p>Pupils receive appropriate and targeted interventions as required to support them to achieve age related expectations and increase progress levels.</p>	<p>Raising staffing levels to provide inclusion support for pupils and targeted intervention. (<i>Additional Apprentice Team to support inclusion of children previous in Learning Hub in mainstream class</i>)</p> <p>1:1 tuition, after school intervention and holiday clubs for pupils in Y1, 2 and 6.</p> <p>Staffing 'Stepping Stones' – our new provision for vulnerable Key Stage 1 Pupils</p> <p>Accelerated reader expanding into Key Stage 1 to boost reading comprehension skills.</p> <p>Focus on opportunities for Writing intervention for the Higher Ability PP pupils.</p> <p>Focus on Year 4 and Year 5 (gap between PP and other is wider)</p>	<p>Currently 5 children have been targeted to attend this provision which is staffed by 2 adults. 3/5 children have an EHC. All 5 pupils are PP children</p> <p>Having monitored the impact of Accelerated Reader on enthusing 'Reading for Pleasure' and 'Reading at home' and developing 'Fluency' on Key Stage 2 pupils this year we have expanded this provision into Key Stage 1.</p> <p>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. 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%.</p> <p>In Year 1 23% of PP children achieved Greater Depth in Writing.</p> <p>In Year 3 15% of PP children achieved Greater Depth in Writing.</p> <p>In Year 4 25% of PP children achieved Greater Depth in Writing.</p> <p>In Year 5 33% of PP children achieved Greater Depth in Writing.</p>	<p>Data / pupil progress summaries monitoring/ work scrutiny plan set out from beginning of academic year</p>	<p>Pupil Progress meetings termly and half termly.</p>
<p>Total budgeted cost</p>				<p>£93,000</p>

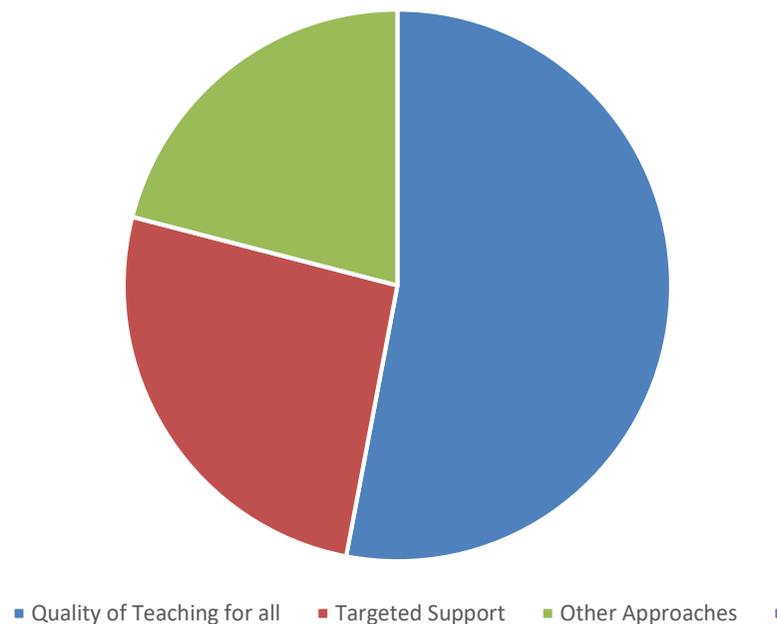
ii. Targeted support				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation
Pupils receive targeted and Specific Support for emotional health and well-being.	<p>To continue to employ 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.</p> <p>To continue to employ a qualified counsellor to provide counselling services for pupils and families.</p> <p>To employ a fully trained ELSA (Emotional Literacy Support Assistant)</p> <p>To provide supervision for these adults through the Educational Psychology Service and Counsellor.</p>	The external barriers that we identify as having an impact on pupil's abilities to learn effectively.	Weekly well-being team meetings with SLT and review of CPOMs incidents.	Weekly.
Attendance is above national expectations for PP children.	<p>Reward 100% attendance regularly starting in Early Years.</p> <p>Enhance and expand on our Attendance rewards.</p> <p>First day calling for pupils.</p>	<p>At the end of the Summer Term 2018 there were 17 PP pupils out of 25 identified as persistent absentees (68%)</p> <p>OFSTED have made reducing our PA threshold as a priority target.</p>	<p>Implementation of Early Help Assessment to support families with attending school.</p> <p>Regular attendance review meetings to ensure early identification of children with attendance issues.</p> <p>Systematic calling for children who have not attended school and home visits where necessary.</p> <p>Parent meetings to promote attendance Regular reviews of attendance data.</p>	Termly attendance report to Full Governing Body.
Total budgeted cost				£46, 643

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation
<p>High investment in familial support and engagement, particularly for our most vulnerable PPG children and their families to enable stability and minimise negative and disruptive influences on each child's learning and progress.</p>	<p>To continue to employ a full time Family Support Worker to;</p> <ul style="list-style-type: none"> • Identify or deliver parent learning programmes to help support their child's education • to engage with families as the front line in supporting the most vulnerable • To offer where appropriate mental health support, emotional support and signpost to additional support and services. • To support in removing barriers and encourage parents into school to share in the education of their children. 	<p>October Data on Vulnerable Families</p> <p>3 Families on Child Protection. 4 Families at Child in Need. 3 Children Looked After 8 Families Accessing Early Help</p>	<p>Feedback from families and improved engagement of vulnerable pupils/families. Feedback from pupils and teaching staff.</p>	<p>Summer Term</p>

<p>Equality of Opportunity for all pupils</p>	<p>To ensure no child is disadvantaged due to missing trips and residential visits.</p> <p>To provide a rich curriculum, allowing disadvantaged children access to activities such as theatre visits and after school clubs e.g pantomimes, wider opportunity through music tuition, access to School or Rock and Pop</p> <p>To provide uniform and PE kit support for disadvantaged families.</p>	<p>See external barriers</p>	<p>Feedback from pupils, parents, carers.</p>	<p>Summer term</p>
<p>Total budgeted cost</p>				<p>£35,844</p>

Pupil Premium 2018 -2019 Planned Expenditure



2. Review of expenditure

Academic Year

Desired outcome

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

Early intervention within the EYFS, so that differences do not widen as they move through School.

<p>Pupils receive appropriate and targeted interventions as required to support them to achieve age related expectations and increase progress levels.</p>			
<p>Pupils receive targeted and Specific Support for emotional health and well-being.</p>			

Attendance is above national expectations for PP children.

At the end of Autumn Term 1 2018, 13% of disadvantaged children were Persistent Absentees (without Reception) compared to 9% of non-disadvantaged.
Attendance for disadvantaged children was 96% compared to 96.7% for non-disadvantaged.

High investment in familial support and engagement, particularly for our most vulnerable PPG children and their families to enable stability and minimise negative and disruptive influences on each child's learning and progress.

Equality of Opportunity for all pupils			
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