



Red Hall Primary School

Pupil Premium Impact Strategy Report **Academic Year 2018 – 2019**

Context of School

Red Hall Primary School is situated in an area of Darlington where 89% of the school's population are from areas in the top 5% most deprived areas in England, the school is a place where children thrive and achieve outcomes at the end of year that vastly exceed expectations.

By the end of the academic year, **148** of the **221 (67%)** pupils currently on role were eligible for the pupil premium grant. **29%** of our pupils are on the SEN register (**64** pupils) with **7** pupils with EHCP's (Education, Health Care Plans in place and a further **7** children undergoing assessments.

Summary information					
Academic Year	2018 - 2019	Total PP budget	£173,480		
Total number of pupils	210 222 (January 2019) 221 (April 2019)	Number of pupils eligible for PP	132 143 (January 2019) 148 (April 2019)	Date of reviews of this strategy	December 2018 April 2019 July 2019

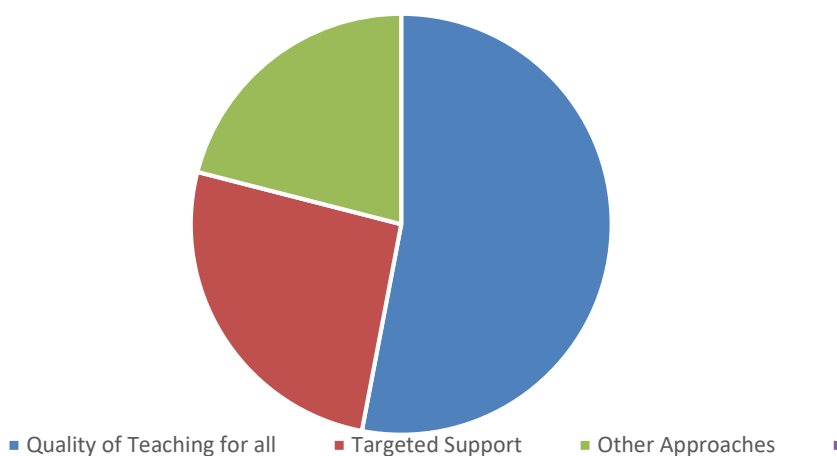
How we use our funding

At Red Hall we believe in supporting our children by providing exceptional levels of care and support for its pupils and families to ensure they can do as well as they can both academically and socially.

We have high aspirations for every child and ensure we give them the support they need.

Please refer to the school's Pupil Premium Strategy 2018-2019 for a detailed overview of expenditure.

Pupil Premium 2018 -2019 Planned Expenditure



Quality of Teaching for All

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

Last year in Reception a Teaching Assistant within the Early Years lead 'I Can Talk sessions' with children.

Impact Case Example - A boy in Reception who also had an EHC.

Initially, the boy was saying some single words e.g. milk was a collective word for if he wanted any drink and car was the collective name for any transport. By the end of the year, following this intervention, which took place three times a week, he was speaking using two and three word phrases such as, 'Come on Frankie'. He was able to distinguish between a car, a bus and a train, as well as differentiating between water, juice and milk.

Additional adults employed within the Early Years were able to take focus groups of Pupil Premium Children for weekly additional maths support.

In Reception an additional adult had a weekly Pupil Premium Maths group. In September 27% of the Pupil Premium children were at ARE for Number and Shape, Space and Measure. The staff focused on the aspects each individual child required intervention on and by the end of Reception, 67% of the Pupil Premium children left Reception achieving their Good Level of Development, as well as 27% Exceeding their goals in Maths.

Pupils receive appropriate and targeted interventions as required to support them to achieve age related expectations and increase progress levels.

1:1 tuition, after school intervention and holiday clubs for pupils in Key Year Groups

Disadvantaged children were offered extra tuition sessions for Reading Writing and Maths throughout the year in Year 6. Of the children who attended; 50% achieved expected standard or higher in all subjects.

A reading group targeting disadvantaged children to achieve Greater Depth in reading, took place weekly; 29% of this group achieved this standard.

Additional Phonics lessons took place after school. 33% of the disadvantaged children who attended these sessions went on to achieve the expected Phonics standard.

Stepping Stones

5 children were targeted to attend this provision which is staffed by 2 adults. 3/5 children had an EHC (Educational Health Care Plan). All 5 pupils were PP children. This provision provided these pupils with personalised learning programmes in English, Maths, Phonics and Emotional Literacy.

Impact Case Example - A girl in Y2 currently on the referral pathway for EHC.

The girl was not only academically lower than her peers but emotionally and socially too. At the start of the year, her speech was unclear and she struggled to form appropriate relationships with staff or communicate her needs adequately.

She developed in confidence throughout the year and her behaviour improved with less incidents of emotional crisis or refusal. She changed from a seemingly introverted little girl into one that chats freely

and happily to different adults. She became more motivated and resilient throughout the year as she grew confident to work with other adults.

The girl's speech also improved dramatically and adults that weren't as familiar with her were generally able to understand her speech.

By the end of the year the girl (using PIVATS to show small steps of progress) shows a definite academic improvement:

Sep 2018	July 2019
Maths P7	Maths PIVATS MILESTONE BRIDGE (+2)
Reading P6	Reading PIVATS MILESTONE 1 STAGE 1 (+4)
Writing P6	Writing PIVATS MILESTONE 1 STAGE 1 (+4)

Accelerated Reader

We extended our Accelerated Reader support into Key Stage 1 this academic year. This provided additional high quality support in encouraging reading at home and fluency.

Targeted Support

Pupils receive targeted and Specific Support for emotional health and well-being

	Number of Children with Access	Number of PP Children	% of PP Children
ELSA Support (Emotional Literacy Support Assistant)	17	10	59%
Learning Mentor	39	35	90%
School Counsellor	8	8	100%

ELSA Support

Impact Case Example – A girl in Reception

The girl was referred for ELSA support, as she was considered painfully shy, of very low self-esteem and socially isolated.

Since completing a programme of ELSA sessions, her teacher reported that she had grown in confidence massively and will now answer questions within lessons and voluntarily initiate conversation with her peers and staff alike. This, along with overall smile, shows sessions have been beneficial.

Impact Case Example – A boy in Year 3

The boy was referred for ELSA support to help him recognise and regulate his emotions appropriately in order to engage with the curriculum and develop appropriate relationships.

Since completing ELSA sessions, he has consistently used the techniques and strategies taught to manage his behaviour in and out of the classroom. He no longer needs the many props that were initially created to support him and has consolidated the necessary skills to reduce episodes of crisis.

Learning Mentor Support

Impact Case Example – A boy in Year 5

The learning mentor has supported this boy for 13 months during a really stressful and emotional time caused by his home background. He has also mourned the loss of his nana, who he was very close to.

Over the past year he had become very emotional returning to school after a weekend and most mornings. He refused to come into class, (he would sit with his coat on and hood up, refusing to remove it.) Attendance was becoming a problem and he was requesting to be home taught. He'd have friendship issues and fights with peers and could occasionally be violent.

Each morning if the boy had arrived at school emotional, the learning mentor would take him to a quiet area to talk and unwind from the weekend's events, so he could be calm and return into the classroom to learn. The mentor has organised interventions for the boy to take part in and he has nearly completed the Talking and Drawing Therapy programme. The over the rainbow intervention was also used to help with his bereavement.

Staff have noticed a dramatic improvement in the child's attitude, behaviour and his whole personality since the interventions were put in place. He is a much more positive child and arrives at school wanting to learn and please staff.

No Show

The learning mentor selected 16 of our more vulnerable, Year 5 and 6 Girls to an event at Darlington called "No Show".

No Show joyously and heartbreakingly reveals what lies hidden beneath the showmanship. There will be desperate attempts and heroic failures, glorious achievements and bruised bodies and egos as the performers push themselves to their physical and mental limit. See behind the flawless smiles and perfect execution of the traditional circus performance to show the wobbles, the pain, and the real cost of aiming for perfection.

A show for anyone who has tried, failed and failed again.

No Show deconstructs superhuman circus performers and shows them as vulnerable and human. This is a production that puts female strength, skill and power centre stage

The production was presented to our girls to help to build friendships, raise self-esteem and confidence using role play and circus skills.



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

ASPECT	Autumn 2018 % PP children	Spring (2019) % PP children	Summer (2019) % PP children
Child Protection	100%	88%	100%
Child in Need	100%	100%	100%
Early Help Assessment	70%	70%	50%

Attendance is above national expectations for PP children.

***This data excludes Reception pupils and is based on Ever 6/Non Ever 6 figures.*

Whole School Attendance Data 2018-2019

	Pupils	% attendance	% sessions missed	2016/17 National %	Diff +/-
School	187	95.8	4.2	4.0	-0.2
Boys	88	96.0	4.0	4.1	+0.1
Girls	99	95.6	4.4	4.0	-0.4
Non Persistent Absentees	164	96.8	3.2	-	-
Persistent Absentees	23	88.0	12.0	15.9	+3.9
Non Disadvantaged *	54	96.0	4.0	3.5	-0.5
Disadvantaged *	133	95.7	4.3	5.5	+1.2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disadvantaged	96%	96.7%	95.7%	95.9%	95.3%	95.5%
Non - disadvantaged	96.7%	97.3%	96.0%	96.5%	96.1%	96.2%

Persistent Absence Data 2018-2019

(% of pupils absent for 10% or more sessions)

At the end of the Summer Term 2019, there were 17 PP pupils out of 23 identified as persistent absentees (74%). 5 of these children became PA in the last few weeks of term due to unauthorised holiday – referrals for unauthorised holiday have been processed.

	Pupils	% of cohort	2016/17 National %	Diff +/-
School	23	12.3	8.3	-4.0
Boys	13	14.8	8.6	-6.2
Girls	10	10.1	8.1	-2.0
Non Disadvantaged *	6	11.1	5.4	-5.7
Disadvantaged *	17	12.8	15.7	+2.9

-	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disadvantaged	13%	5.4% (6)	12.8% (17)	15.7% (20)	13.2% (17)	17.8% (23)
Non - disadvantaged	9%	7.5% (3)	11.1% (6)	15.4% (8)	13.7% (7)	11.8% (6)

Attendance of Disadvantaged pupils at Red Hall Primary School is still better than the National expectations for disadvantaged children.

The following rewards were arranged to celebrate 99%+ attendance.

18th July '19 - **85 pupils** experienced Jump About Bouncy Castles (Summer Term)

5th April'19, **62 pupils** watched the film "Dumbo" (Spring Term)

9th January'19 - **58 pupils** experienced Party Pete (Autumn term)

Other Approaches

Equality of Opportunity for all pupils

We sold PE kits for a discounted price of £4.00 a set in July, when they should have been sold for £7.85 to ensure all our children could access PE in order to keep active and develop a healthy lifestyle. This allowed parents/carers the opportunity to purchase a PE kit before the Summer holidays in preparation for the new year. This also allowed children to be prepared with the full PE kit, improving their sense of pride and belonging. Parents have requested we repeat this initiative.

Targeted Year Groups in Key Stage 2 gain access to vocal sessions led by 'School of Rock and Pop'. These children perform to a wider audience at least twice within the academic year.

Residentials

Every child eligible for Pupil Premium, had access to the Year 6 residential to Kingswood during the Autumn Term. This is highly beneficial in establishing strong relationships between the pupils and their new teacher, as it takes place within the first half term of the year.

This experience provides the children with many exhilarating experiences outside of the classroom environment, in order to help them to develop key life skills including resilience, teamwork, enthusiasm and leadership. All challenges at Kingswood are designed to develop these skills, which the children are then able to apply to the classroom context once they return to school, as well as their life outside of the classroom.



A subsidised weekend trip to the Lake District took place in July for 24 Year 3 and 4 Pupils.



The use of Outdoor and Adventurous Activities, confidently builds in staff and pupils a mind –set which allows them to rise to difficult challenges they will face. It builds their resilience and their determination to try again if at first, they don't succeed. In our context, many of the children who join us have very low confidence levels and low self-esteem. It also builds necessary social skills. Staff are able to observe children in a different learning environment and can assess resilience, confidence and the ability to work as teams. It teaches children that it is ok to be put out of our comfort zone and try new experiences and explore our capabilities. One child in Year 3 in particular was noted to 'shine' during these adventurous activities – a child who struggles academically to succeed but was strong, confident and independently able to participate in all the challenges set during this weekend.

Memorable Experiences

All Memorable Experiences are subsidised. No children are excluded from these experiences for non-payment. All these trips are planned to 'Hook' children into learning or extend learning within the wider curriculum, and used to celebrate the end of a topic.

The following school trips took place this academic year

July 2019

Reception and Nurseries visited Saltburn on 16th July
Class 1 & Class 2 visited Saltburn on 17th July
Y6 Saltburn/Redcar Trip 11th July
Y3 & Y4 Arbeia Trip 5th July
30 pupils attended SAGE at Gateshead for the "Big Sing" 3rd July
14 pupils attended the Tees Barrage Bell boating on 2nd July (SEN event)

June 2019

Y3 visited Gurudwara Sri Guru Singh Sabha on 21st June
Nursery visited Crown Street Library on 17th June

May 2019

Y5 visited Durham Cathedral on 23rd May

March 2019

Nursery and Reception classes went to FIVE - Hullabaloo Theatre on 29th March
10 SEN children attended the AIR Trail on 28th March
Y1 & Y2 visited Beamish on 5th March

February 2019

Y3 & Y4 visited Bowlees Visitor Centre on 12th February

January 2019

Reception visited Bowes Museum on 31st January

December 2018

Y5 visited Calsonic Kansei on 14th December
Rec to Y6 Peter Pan Christmas Performance on 12th December
8 SEN pupils attended Billingham Forum Ice Festival on 6th December
Y2 attended the Christmas Journey on 3rd December

October 2018

Y4,5 & 6 at Theatre Hullabaloo on 17th October to watch no show performance about super humans
Reception and Nursery visited Hamsterley Forest on 16th October
Y1 & Y2 watched Stickman performance at Tyne Theatre on 12th October
6 SEN children attended 10 pin bowling on 5th October
Y5 & Y6 watched Rappaman at Crown Street Library on 4th October
Y5 went to the Bring it on Event in Sunderland on 3rd October

September 2019

Y3 to Y6 Watched the Wicked performance at Sunderland Empire on 12th September

Outcomes

Early Years

68.8 % of Disadvantaged pupils achieved a Good Level of Development (GLD) compared to 73% of other pupils nationally (gap of 4.3%).

- The percentage of disadvantaged children achieving a GLD has increased since 2018.
- 100% of disadvantaged girls achieved GLD.
- Only 5/10 disadvantaged boys achieved GLD (50%). Of the 5 disadvantaged boys who did not achieve GLD, all 5 are SEN children, 2 of whom had EHC plans and have now transferred into specialist provision.
- School disadvantaged pupils perform better than National disadvantaged.

EYFS 2017-2019 - Good Level of Development Analysis

Red Hall Primary		2017			2018			2019		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of Pupils	ALL	12	12	24	12	19	31	17	12	29
School Disadvantage	School Disadvantaged	6	7	13	3	11	14	10	6	16
	SEN	0	3	3	2	3	5	3	1	4
	EAL	0	0	0	0	0	0	0	0	0
	LAC	0	0	0	0	0	0	0	0	0
GOOD LEVEL OF DEVELOPMENT	School Disadvantaged	83.3%	57.1%	69.2%	33.3%	63.6%	57.1%	50.0%	100.0%	68.8%
	National Other	67%	80%	73%	67%	80%	73%	67%	80%	73%
	GAP School Dis vs National Other	16.3%	-22.9%	-3.8%	-33.7%	-16.4%	-15.9%	-17.0%	20.0%	-4.3%
	National All Pupils	64%	78%	71%	63%	78%	72%	63%	78%	72%
	National Disadvantaged	48%	64%	56%	47%	64%	55%	48%	64%	56%

Year 1 Phonics

57.1 % of Disadvantaged pupils achieved the Phonics standard, compared to 84% of other pupils nationally. 73% of pupils tested achieved the expected standard (gap of 26.9%).

School Disadvantaged vs National - Phonics Screening 2017-2019 - the expected standard - 32 out of 40

Red Hall Primary		2017			2018			2019		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of Pupils	ALL	11	10	21	13	14	27	10	16	26
School Disadvantaged Cohort	School Disadvantage	7	7	14	10	13	23	5	9	14
	SEN	0	0	0	0	5	5	3	5	8
	EAL	1	1	2	1	0	1	0	0	0
	LAC	0	0	0	0	0	0	0	1	1
NOTE: Pupils may have multiple characteristics i.e. be eligible for FSM, have SEN and EAL										
Phonics Analysis		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Percentage achieving the expected standard	School Disadvantage	100.0%	85.7%	92.9%	70.0%	53.8%	60.9%	100.0%	33.3%	57.1%
	National Other	81%	87%	84%	81%	88%	84%	81%	88%	84%
	GAP School Dis vs National Other	19.0%	-1.3%	8.9%	-11.0%	-34.2%	-23.1%	19.0%	-54.7%	-26.9%
	National All Pupils	78%	85%	81%	79%	86%	82%	79%	86%	82%
	National Disadvantage	65%	75%	70%	65%	75%	70%	65%	75%	70%

- 100% of disadvantaged boys achieved the Phonics standard.
- Only 3/9 disadvantaged girls achieved the Phonics standard (33.3%). Of the 6 disadvantaged girls who did not achieve the standard, 5 children were SEN and one was LAC with an EHC.

Key Stage 1

Reading – 63.6% of Disadvantaged pupils achieved the expected standard compared to 78% of other pupils nationally.

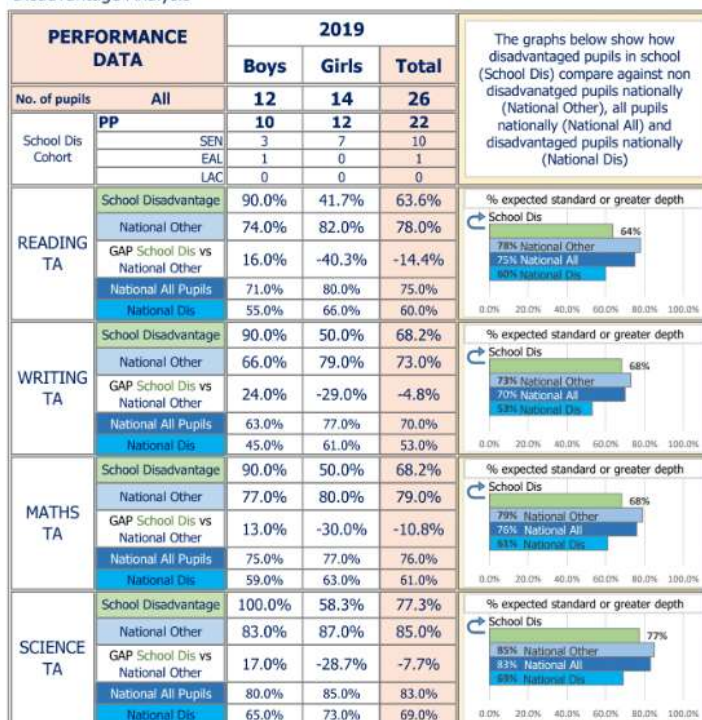
Writing – 68.2% of Disadvantaged pupils achieved the expected standard compared to 73% of other pupils nationally.

Maths – 68.2% of Disadvantaged pupils achieved the expected standard compared to 79% of other pupils nationally.

- In Reading, Writing and Maths, pupils at Red Hall Primary School achieved higher than National disadvantaged.
- 95% of Pupil Premium children made expected progress or better, from their Early Year's starting point in Reading with 18% making outstanding progress.
- 100% of Pupil Premium children made expected progress or better, from their Early Year's starting point in Writing with 18% making outstanding progress
- 100% of Pupil Premium children made expected progress or better, from their Early Year's starting point in Maths with 27% making outstanding progress.

Academic Year 2018 – 2019

Disadvantage Analysis



Key Stage 2

Reading – 73.3% of Disadvantaged pupils achieved the expected standard compared to 78% of other pupils nationally.

Writing – 80% of Disadvantaged pupils achieved the expected standard compared to 83% of other pupils nationally.

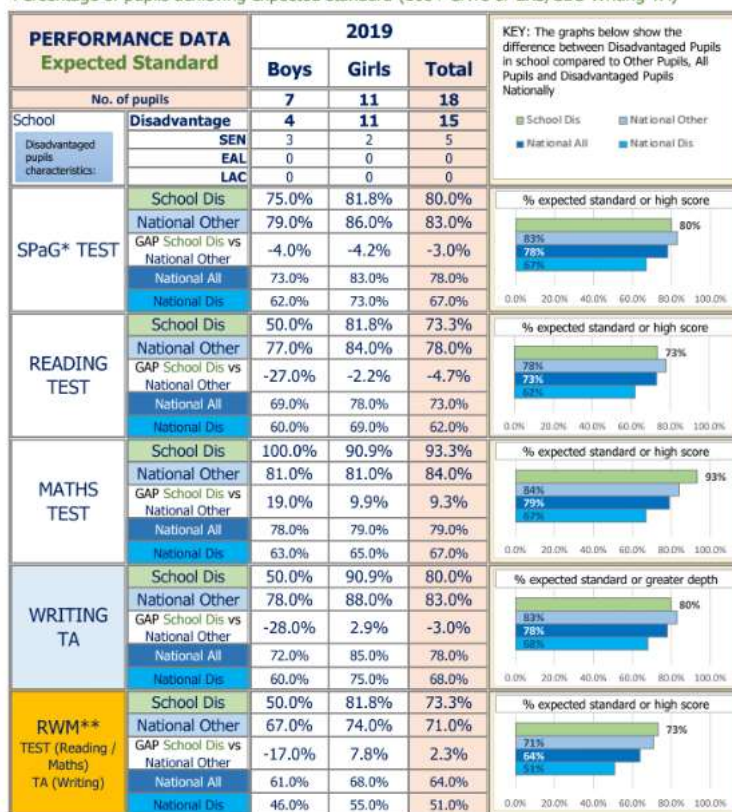
Maths – 93.3% of Disadvantaged pupils achieved the expected standard compared to 84% of other pupils nationally.

Combined - – 73.3% of Disadvantaged pupils achieved the expected standard compared to 71% of other pupils nationally.

Academic Year 2018 – 2019

Disadvantage Analysis (vs National)

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)



* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths combined

Rest of School Data

	% of PP Pupils on track or better		
	Reading	Writing	Maths
Year 1	80%	92%	87%
Year 3	83%	78%	89%
Year 4	84%	84%	89%
Year 5	95%	95%	95%