



Dream Believe Achieve

Red Hall Primary School

Pupil Premium Strategy Statement 2019 - 2022

School Summary information					
School	Red Hall Primary School				
Pupil Premium Lead	Julie Davidson				
Governor Lead	Katie Ferguson				
Academic Year	2019 - 2020	Total PP budget	£182,820	Date of most recent PP Review	September 2019
Total number of pupils	220	Number of pupils eligible for PP	145 pupils in total 125 FSM ever 6 pupils 2 service children 6 LAC pupils	Date for next internal review of this strategy	

Disadvantaged Progress Scores for last academic year	
Reading	-2.83
Writing	1.12
Maths	-0.51

Disadvantaged pupil performance overview for last academic year (Reading, Writing and Maths Combined)			
Measure	School Score	National Disadvantaged	National 'Other' (Not disadvantaged)
Meeting expected standard at KS2	73%	51%	71%
Achieving high standard at KS2	13%	11%	13%

Possible Barriers to educational success

- Deprivation - According to the 2019 Income Deprivation Affecting Children Index 2019 we know that 83% of our pupils live within the top 5% most deprived areas in England.
- The key factors that affect our families are; Employment (84% of families are in the top 1 decile), Health (87% of families are in the top 1 decile), Income (84% of families are in the top 1 decile) and Education (85% of families are in the top 1 decile)
Indicators that affect the Employment Deprivation Domain are;
 1. Claimants of Jobseeker's Allowance
 2. Claimants of Employment and Support Allowance
 3. Claimants of Incapacity Benefit,
 4. Claimants of Severe Disablement Allowance
 5. Claimants of Carer's Allowance
 6. Claimants of Universal Credit in the 'Searching for work' and 'No work requirements'Indicators that affect the Health Deprivation Domain are;
 1. Years of potential life lost
 2. Comparative illness and disability ratio
 3. Acute morbidity
 4. Mood and anxiety disordersIndicators that affect the Education Deprivation Domain are;
 1. Key Stage 2 attainment (2015 -2017)
 2. Key Stage 4 attainment
 3. Secondary school absence
 4. Staying on in education post 16
 5. Entry to higher education
 6. Adult skills
 7. English language proficiency
- Adverse Childhood Experiences (ACES) – Verbal Abuse, Physical Abuse, Sexual Abuse, Parental Separation, Domestic Violence, Mental Illness, Alcohol Abuse, Drug Use and Incarceration. Approximately 58/100 children at Key Stage 2 have 4 or more ACEs within our school.
- Attendance rates which reduces school hours.
- 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

Strategy aims for disadvantaged Pupils	
Priority 1	Pupils receive appropriate, evidence based whole class and targeted teaching interventions, as required to support them to achieve age related expectations and increase progress levels.
Priority 2	Pupils receive targeted and Specific Support for emotional health and well-being.
Priority 3	High investment in support and engagement, particularly for our most vulnerable PPG children and their families to enable stability, good attendance, access to wider opportunities and minimise negative and disruptive influences on each child's learning and progress.

Teaching Priorities for Current Academic Year		
Reading	To improve on progress scores in Reading across the school. (HA focus)	Sept 22
Writing	To close the gap between boys and girls in Writing (boys outperform girls).	Sept 22
Maths	To improve on progress scores in Maths across the school. (HA focus)	Sept 22
Phonics	To ensure disadvantaged pupils achieve in line with 'other'	Sept 22

Targeted Academic Support for Current Academic Year	
Measure	Activity
<p>Priority 1 <i>EEF states that, 'teachers and teaching assistants working together effectively, leading to increases in attainment'.</i></p> <p><i>EEF evidence indicates that, 'on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months additional progress.'</i></p> <p><i>EEF research report states that 'studies consistently find that digital technology is associated with moderate gains; on average, an additional four months progress.' And that 'there is clear evidence that digital technology approaches are more beneficial for reading, writing and mathematics practice.'</i></p>	<p>High adult/pupil ratio in all areas of school.</p> <p>Ensure that Pupil Premium children are discussed as part of Pupil Progress meetings in all phases and relevant, timely support and intervention put into place, including through 1:1 tuition, after school provision and holiday clubs.</p> <p>High quality and additional support for Pupil Premium children in Y1, 2 and 6.</p> <p>Embed use of Accelerated Reader across all year groups to increase reading for pleasure.</p> <p>Buy and embed use of Times Tables Rockstars from Y1 – Y6</p>
<p>Barriers to learning these priorities address</p>	<p>Enables children to make progress. Disadvantaged gap closes enabling improved educational outcomes for our children.</p> <p>Encouraging wider reading.</p> <p>Providing catch up support for Times Tables both in school and at home.</p>
<p>Projected Spending</p>	<p>£112,000</p>

Wider Strategies for Current Academic Year	
Measure	Activity
<p>Priority 2 <i>The EEF states that 'Improvements appear more likely when social and emotional approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important</i></p>	<p>ACE's training for staff around trauma informed schools and practice. Further ELSA (Emotional Literacy Support Assistant) training for an additional staff member. Counselling service for individual pupils. To continue to employ a full time Family Support Worker. To continue to employ a part time Learning Mentor To continue to employ an ELSA worker</p>
<p>Priority 3 <i>EEF States that 'studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.'</i></p>	<p>Subsidy of residential visits and enrichment opportunities (e.g theatre experiences, trip to the seaside) Investment in Wilderness Schooling sessions and training for a range of school staff. Agreement with Durham Music Service to pay for music tuition for Pupil Premium children to allow equality of opportunity.</p>
<p>Barriers to learning these priorities address</p>	<p>Disadvantaged gap closes enabling improved educational outcomes for our children. Children regulating own emotions and coping better with complex situations within their lives. ALL children in Year 6 can access the residential and more disadvantaged children can access the residential in Year 3 and 4. ALL children in Key Stage 2 can learn a musical instrument should they wish without concerns over the financial impact on the family. Attendance rates. Lack of opportunity and wider life experiences. Parental engagement in children's learning.</p>
<p>Projected Spending</p>	<p>£83,937</p>