



Red Hall Primary School

Pupil Premium Impact Strategy Report Academic Year 2019 – 2020

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.

Over the academic year 2019/2020 the school received 15 additional pupils, 12 of whom were Pupil Premium. 2 of these pupils had EHC's and another two had additional SEN needs. 2 of these pupils had been permanently excluded from their previous schools.

Summary information					
Academic Year	2019 - 2020	Total PP budget	£168, 540. (Start of Academic Year amount £171, 180 budgeted on 132 children)		
Total number of pupils	220	Number of pupils eligible for PP	127	Date of reviews of this strategy	September 2020

How we use our funding

Our school motto is 'Believe and Achieve'. Red Hall Primary is a school where ALL children no matter what their home situations or academic levels are given the skills to 'believe' in themselves and to 'achieve' their very best.

The school is at the heart of the community. We support our families in many different ways and believe partnership is at our core. Creating strong links with parents and carers gives our children the best possible start to their educational success.

The 2019 – 2020 Pupil Premium Strategy planned for the following priorities;

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.

Please refer to the school's Pupil Premium Strategy 2019 – 2022 for a detailed overview of expenditure.

This academic year children at Red Hall Primary School have been affected by the partial school closures linked to the global outbreak of Covid-19.

Next year's funding strategy (2020-2021) will need to budget for the Recovery Curriculum and additional social, emotional and mental health support required for our pupils to reconnect with one another and engage fully with the curriculum.



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.

During school closures, staff at Red Hall have worked hard to ensure the disadvantage gap does not increase and have supported disadvantaged pupils in new ways.

Our curriculum during school closures was committed to ensuring the children still felt a sense of belonging at Red Hall and we wanted to be able to engage all families.

Staff regularly communicated to parents through the school's social media site as well as setting regular challenges to engage with the community. Teachers also sent home fortnightly home learning tasks consisting of reading, writing, maths, phonics and science and geography/history activities. This was checked and marked by their teachers.

No families were at a disadvantage if they did not have internet access, as they received paper copies from the school office or delivered to them.

Accelerated Reader

We only have data up to December due to the children not being able to complete their STAR tests at the end of the Spring term, due to COVID.

Accelerated Reader progress (measured in months)

September – December 2019

Y6	Y5	Y4	Y3	Y2	Y1
+0.06	+0.08	+0.02	+0.07	+0.04	+0.04

The investment in the Accelerated Reader scheme, using the Pupil Premium funding showed a return of a minimum of +4 months progress in each year group except Y4, where it was two months progress. Using this information, we could predict that in one year, children could make at a conservative estimate, a

year's progress in reading and a more ambitious target up to 18 months progress. This would help to close the gap between chronological age and reading age for pupils at Red Hall.

Children and staff have both reported that Accelerated Reader motivates children to want to read, they enjoy taking quizzes and parental engagement is high.

More books, particularly at KS1, which are phonetically decodable would be beneficial in order to secure phonic knowledge and continue to inspire and enthuse less confident readers. This is something we will focus further funding on next academic year.

Times Table Rockstars Data

We have had a relaunch of TTRS this year, as although some children accessed the website during lockdown, there are also many who did not. Teachers are providing children with opportunities to access TTRS, either at lunchtime, or as part of intervention for those children who have poor multiplication fact recall. The subject leader has reinforced to teachers, that TTRS checks must be completed weekly, and the data uploaded onto the TTRS database, so that we can monitor progress and impact of using the subscription.

Teacher comments:

Miss Henry – I believe this was a worthwhile investment as maths lead, as children are enthused by TTRS in classrooms where the teacher is also enthusiastic. My class love battling with other classes, and also sending me challenges! It is a real confidence boost for some children too. You can select specific multiplication facts that children need to work on, so that they can secure one multiplication table at a time, before progressing to the next one.

Mrs Luxon – Our children are really enthusiastic and love the competitive aspect to TTRS. They enjoy challenging each other and encourage each other to try harder.

Miss Johnston – My children thrive on challenging each other and getting high scores to achieve more coins! It is clear to see the impact, when children are bettering their scores each week in the TTRS check.

Children's comments:

Y5 – It is fun because I get stuck with my 7's and 8's and it helps me learn them in a fun way.

Y4 – It is one of my favourite games I have ever played because Maths is my favourite subject. I am good at my times tables and I can keep getting better. I try to beat my time to get coins and buy new things. I go on it a lot at home.

Y4 – It helps me with my TT tests because the more I practice, the better my scores get. I don't have to use my fingers much now!

Y3 – It is fun and it helps me. My mum sometimes helps me at home too. I like spending coins in the shop.

Y6 – I like it because the more you play it, the more confident you get. I like earning coins too and you get more the faster you are.

Y6 – You can make your own goals to beat your time and I like that.

Y6 – It repeats questions on challenged, so if you get it wrong the first time, you remember for the next time and it makes you keep practicing the ones you aren't confident with.

Y6 – I can challenge my friends and also my teachers, so that is really fun. I am a Rock Hero and still trying to better my time.

Outdoor Learning

Red Hall Primary School values learning outside the classroom as an integral part of our pupils' education and we use this to enrich our children's education and wellbeing by providing a range of outdoor learning experiences both in our own school grounds and beyond.

- 2 staff members have been trained by Wilderness Schooling this year.
- All year groups have received Outdoor Learning sessions across the year.



Priority 2: Pupils receive targeted and Specific Support for emotional health and well-being.

- On 23rd September, all staff within school were trained on ACES and the impact of trauma within the classroom.
- We have invested in another staff member being trained as an Emotional Literacy Support Assistant.
- 2 Staff members are now trained in Sand Therapy.
- 1 Staff member

Children's welfare was at the heart of all of our support during school closures. The additional support provided by Red Hall was not factored into the Pupil Premium funding strategy for this academic year.



Learning Mentor and Family Support Worker 2019/20

Impact Case Example: Pupil in Year 4

The child's family had moved to Darlington from out of the area, but shortly after arriving here, Mum left the family home and left the children in Dad's care. It was at this time, with Dad having to give up work, that the family moved onto Red Hall.

The child was identified by his class teacher as being very emotional and struggling with friendships with their peers.

The child began to attend Friendship Club (which is a small group of children who come together after their lunch, to play board games and make friends with others in a calm environment supported by the Learning Mentor)

The child became much more comfortable with their new peers and started to build positive relationships. The child started to trust the Learning Mentor and would talk openly, about how they were feeling and why they were feeling so mixed up and sad at times.

Mum had become estranged from the family and moved away again; seeing very little of the children. The child talked proudly about their Dad but was concerned that Dad had very little money or friends.

Hearing this, the Learning Mentor met with our Family Support Worker, regarding Dad not having friends, struggling financially and Mum leaving the family. Dad was then invited to our Dad's club and coffee morning. She made a really good relationship with Dad and found benefits which he was entitled to. Dad made good friends on the estate and started his own friendship group, with the other dads, on the Red Hall estate too.

The child has settled into Red Hall school and works well. They took part in the Red Hall's got talent and have expressed their desire to be a dancer. They still struggle emotionally but the Learning Mentor works with the children on a weekly basis using Drawing and Talking Therapy and works through any worries that they may have.

Dad is much happier and emotionally and financially stronger, he is even considering going back to work as a chef.

During the lockdown period, Red Hall Primary School also provided a high level of pastoral care and support to ensure that our pupils were safe, happy and able to thrive at home. Our Family Support Worker made weekly calls to our most vulnerable families and school staff ensure they made contact with EVERY child at least once a week where possible, through phone calls or doorstep visits.

In addition to this we;

- Provided our older children with email support from their teachers.
- Took orders for breakfast hamper support and provided between **30 – 50** Breakfast Hampers each week, and delivered them for those who needed it.

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.

- Targeted Year Groups in Key Stage 2 gained access to vocal sessions led by 'School of Rock and Pop'. These children performed to a wider audience both within school and as part of the Darlington Annual Song Contest.
- Individual tuition for Pupil Premium children who express an interest in guitar lessons is fully paid for out of their grant.

Residential Visits

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.

During this trip, the children in that cohort really did develop their resilience through challenging themselves in all activities and working together as a team throughout the week, which impacted when the children then returned to school.



From March 2020 all of our school visits, trips and visitors to school had to be cancelled because of the Covid 19 global pandemic. This meant that most of our planned enrichment opportunities were unable to happen this academic year). This included our usual Year 3/4 residential visit to the Lakes District

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 experiences were able to take place this academic year:

February 2019

- Y3 & Y4 visited the Centre for Life in Newcastle

December 2019

- Santa brought a gift to every child in school.
- Early Years held a 'Polar Express' day.
- Y1 – 6 watched 'Snow White and The Seven Dwarves' pantomime at Billingham Forum
- Y1 pupils visited The ARC in Stockton to watch 'The Man who wanted to be a Penguin' as part of The Arc's – A Theatre Trip for Every Child, Charitable Scheme.
- Y3 and Y4 visited Palace Green Library for Stone to Bronze to Iron Age experience.

September 2019

- Y5 and Y6 visited Eden Camp as a Hook into their topic on World War 2.
- Y3-6 Participated in 'The Greatest Showman' Workshops

• Attendance

Prior to school closures in March 2020, whole school attendance stood at 95.2%.

Our attendance data for the whole academic year 2019/20 was 95.1%

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

Whole School Attendance Data 2019 – 2020

	Pupils	% attendance	% sessions missed
School	197	95.1	4.9
Boys	97	95.3	4.7
Girls	100	94.9	5.1
Non Disadvantaged	65	95.0	5.0
Disadvantaged	132	95.1	4.9
Male Disadvantaged	65	95.6	4.4
Female Disadvantaged	67	94.6	5.4
Non FSM	75	96.1	3.9
FSM	122	94.4	5.6
No SEN	139	95.2	4.8
EHCP	10	93.1	6.9
SEN Support	48	95.0	5.0
EAL	5	94.4	5.6
Non EAL	192	95.1	4.9

- Attendance of disadvantaged children is broadly in line with non-disadvantaged at Red Hall Primary School.

Persistent Absence Data 2019 - 20**(% of pupils absent for 10% or more sessions)**

At the end of the Summer Term 2020, there were 12 disadvantaged pupils identified as persistent absentees.

	Pupils	% of cohort
School	31	15.7
Boys	17	17.5
Girls	14	14.0
Non Disadvantaged	19	29.2
Disadvantaged	12	9.1
Male Disadvantaged	5	7.7
Female Disadvantaged	7	10.4
Non FSM	10	13.3
FSM	21	17.2
No SEN	20	14.4
EHCP	4	40.0
SEN Support	7	14.6
EAL	0	0.0
Non EAL	31	16.1

Outcomes 2019 – 2020

(This data is not official data due to Covid 19)

DISADVANTAGED PUPILS ONLY										
KS	Group	ALL disadvantaged			BOYS disadvantaged			GIRLS disadvantaged		
		2018	2019	2020	2018	2019	2020	2018	2019	2020
EYFS	All dis	14	16	20	3	10	11	11	6	9
	SEN dis	5	4	6	2	3	4	3	1	2
Phonics	All dis	23	14	12	10	5	7	13	9	5
	SEN dis	5	8	3	0	3	2	5	5	1
KS1	All dis	17	22	21	8	10	9	9	12	12
	SEN dis	4	10	12	2	3	5	2	7	7
KS2	All dis	20	15	19	9	4	11	11	11	8
	SEN dis	8	5	6	6	3	4	2	2	2

*NB – National data is taken from National 2019

Early Years

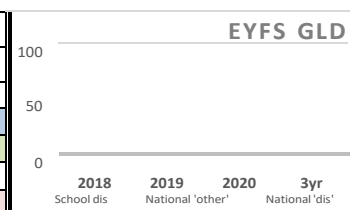
74% of pupils within the Early Years are disadvantaged (20 pupils)

35 % 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 decreased this year. The main reason for this is due to Covid-19 closures and not having a full school year to focus on attainment.
- School disadvantaged pupils performed below disadvantaged pupils nationally.

EYFS

	Percentage achieving a good level of development							
	2018		2019		2020		3yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
School dis	14	57	16	69	20	35	50	52
National 'other'		73		73		73		73
National 'all'		71		72		72		72
National 'dis'		56		55		56		56



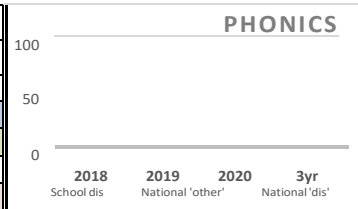
Year 1 Phonics

52% of Year 1 pupils are disadvantaged. (12 pupils)

42% of Disadvantaged pupils achieved the Phonics standard, compared to 84% of other pupils nationally.
39% of pupils tested achieved the expected standard (gap of 47%).

- The impact of school closures meant that many of these children were unable to access the test.

Phonics	Phonics Screening Check (32+)							
	2018		2019		2020		3yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
School dis	23	61	14	57	12	42	49	55
National 'other'		84		84		84		84
National 'all'		81		82		82		82
National 'dis'		70		70		71		70



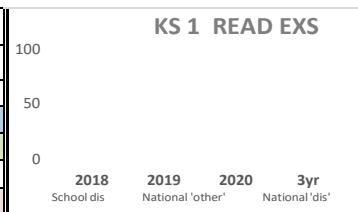
Key Stage 1

78% of pupils are disadvantaged (21 pupils)

- Reading, writing and maths outcomes for disadvantaged pupils are lower this year than last. This reflects the time spent in and away from school because of the Covid 19 school closures. The children would have received much more targeted teaching to narrow the attainment gap seen below.

Reading – 48% of Disadvantaged pupils achieved the expected standard compared to 78% of other pupils nationally.

KS1 Reading	Expected Standard							
	2018		2019		2020		3yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
School dis	17	76	22	64	21	48	60	62
National 'other'		79		78		78		78
National 'all'		76		75		75		75
National 'dis'		63		60		62		62



Writing – 33% of Disadvantaged pupils achieved the expected standard compared to 73% of other pupils nationally.

KS1 Writing	Expected Standard							
	2018		2019		2020		3yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
School dis	17	76	22	68	21	33	60	58
National 'other'		72		73		73		73
National 'all'		68		70		69		69
National 'dis'		54		53		55		54



Maths – 43% of Disadvantaged pupils achieved the expected standard compared to 79% of other pupils nationally.

KS1 Maths	Expected Standard							
	2018		2019		2020		3yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
School dis	17	94	22	68	21	43	60	67
National 'other'		79		79		79		79
National 'all'		75		76		76		76
National 'dis'		62		61		62		62



Key Stage 2

83% of pupils are Disadvantaged (19 pupils)

Reading – 79% of Disadvantaged pupils achieved the expected standard compared to 78% of other pupils nationally.

KS2 Reading		Expected Standard							
	2018		2019		2020		3yr Avg.		
	Pupils	%	Pupils	%	Pupils	%	Pupils	%	
School dis	20	75	15	73	19	79	54	76	<p>KS 2 READ EXS</p>
National 'other'		77		80		78		78	
National 'all'		72		75		73		73	
National 'dis'		60		64		62		62	

Writing – 79% of Disadvantaged pupils achieved the expected standard compared to 83% of other pupils nationally.

KS2 Writing TA		Expected Standard							
	2018		2019		2020		3yr Avg.		
	Pupils	%	Pupils	%	Pupils	%	Pupils	%	
School dis	20	65	15	80	19	79	54	74	<p>KS 2 WRIT EXS</p>
National 'other'		81		83		83		82	
National 'all'		76		78		78		77	
National 'dis'		66		67		68		67	

KS2 Writing TA		High Score / Greater Depth							
	2018		2019		2020		3yr Avg.		
	Pupils	%	Pupils	%	Pupils	%	Pupils	%	
School dis	20	0	15	40	19	16	54	17	<p>KS 2 WRIT GDS</p>
National 'other'		21		24		24		23	
National 'all'		18		20		20		19	
National 'dis'		10		11		11		11	

Maths – 74% of Disadvantaged pupils achieved the expected standard compared to 84% of other pupils nationally.

KS2 Maths		Expected Standard							
	2018		2019		2020		3yr Avg.		
	Pupils	%	Pupils	%	Pupils	%	Pupils	%	
School dis	20	75	15	93	19	74	54	80	<p>KS 2 MATHS EXS</p>
National 'other'		80		81		84		82	
National 'all'		75		76		79		77	
National 'dis'		63		64		67		65	

Combined - – 74% of Disadvantaged pupils achieved the expected standard compared to 71% of other pupils nationally.

KS2 RWM Comb		Expected Standard							
	2018		2019		2020		3yr Avg.		
	Pupils	%	Pupils	%	Pupils	%	Pupils	%	
School dis	20	55	15	73	19	74	54	67	<p>KS 2 RWM EXS</p>
National 'other'		67		70		71		69	
National 'all'		61		64		65		63	
National 'dis'		48		51		51		50	

Rest of School Data

The final data used to evidence this was the Spring Term Data due to Covid-19

	% of PP Pupils on track or better		
	Reading	Writing	Maths
Year 1	100%	100%	100%
Year 3	85%	85%	85%
Year 4	38%	93%	88%
Year 5	100%	100%	100%