

Pupil Premium Grant Impact Statement 2017-18

Each year the school receives additional 'Pupil Premium' funding, allocated on the basis of the number of children who are, or who have been in the last six years, eligible for Free School Meals (FSM). Pupil Premium funding is also provided for Pupils who are in Local Authority Care, Adopted from Care or whose parents are armed services members. In the year 2017-18 Red Hall received Red Hall, £114,930 for 87 children who were eligible for funding through the Pupil Premium as at Autumn Census.

The tables below show the impact on attainment data for 2017-18. There follows a summary of how the money was spent.

% of pupils reaching the required standard:

	National	School	Difference	Dudley LA	Difference
Combined (R, W, M)	64%	38%	-26%	57%	-19%
PPG combined		16%			
Reading (all)	75%	49%	-26%	68%	-19%
PPG		32% (35% start of year)			
Writing (all)	78%	63%	-15%	76%	-13%
PPG		47% (24% start of year)			
Maths (all)	76%	56%	-20%	70%	-14%
PPG		32% (18% start of year)			
GPS (all)	78%	53%	-25%	73%	-20%
PPG		26%			

% of pupils reaching greater depth:

	National	School	Difference	Dudley LA	Difference
Reading (all)	28%	16%	-12%	23%	-7%
PPG		11%			
Writing (all)	20%	4%	-16%	18%	-14%
PPG		5%			
Maths (all)	24%	4%	-20%	18%	-14%
PPG		0%			
GPS (all)	35%	11%	-24%	28%	-17%
PPG		5%			

Progress

	National	School
Reading (all)	0	-3.81
PPG		-5.13
Writing (all)	0.1	-2.40
PPG		-1.43
Maths (all)	-0.2	-4.11
PPG		-4.85

Key Stage 1

Key Stage 1 Attainment	School	National	Difference	School GDS	National GDS	Difference
Reading	71%	76%	-5%	31%	26%	-5%
PPG	50%			25%		
Writing	63%	70%	-7%	9%	16%	-7%
PPG	63%			0%		
Maths	69%	76%	-7%	17%	22%	-5%
PPG	50%			0%		

In Year Attainment Other Year Groups 2017-18**% PP reaching the required standard**

	Reading		Writing		Maths	
	July 2017	July 2018	July 2017	July 2018	July 2017	July 2018
Year 1 PPG	50%	55%	58%	64%	67%	64%
Year 1 NPPG	67%	65%	54%	53%	71%	61%
Year 3 PPG	43%	45%	43%	54%	43%	36%
Year 3 NPPG	81%	73%	68%	74%	68%	65%
Year 4 PPG	15%	40%	35%	55%	19%	60%
Year 4 NPPG	54%	78%	63%	77%	29%	77%
Year 5 PPG	57%	67%	64%	80%	43%	60%
Year 5 NPPG	81%	76%	66%	76%	70%	80%

Year 1 Phonics Check 2018 Expected Standard (2017 figures in brackets)

School Expected Standard	School Pupil Premium	School Non-Pupil Premium	National
55% (81%)	36.4% (71%)	59.2% (83%)	83% (81%)

Year 2 Phonics Recheck 2018 Expected Standard (2017 figures in brackets)

School	School Pupil Premium	School Non-Pupil Premium	National
75% (56%)	100% (33%)	60% (67%)	61% (63%)

Year 2 Phonics 2018: Achieved Standard by End of Key Stage

School	School Pupil Premium	School Non-Pupil Premium	National
94%	100%	93%	92%

Early Years Foundation Stage Profile 2018 (2017 figures in brackets)

	Red Hall (all children)	Red Hall Pupil Premium	Red Hall Non-Pupil Premium	National (all children)
Good Level of Development (GLD)	55.6% (51.7%)	33.3% (50%)	69.5% (52%)	71.5% (70.7%)
Average EYFS score	32.8 (33.8)	27.7 (32.92)	33.2 (34.02)	35 (34.4)

Attendance 2018 (2017 figures in brackets)

Red Hall All Children	Red Hall Pupil Premium	Red Hall Non-Pupil Premium	National Primary
93.46 (94.11)	90.91 (92.03)	94.44 (95.01)	(96%)

Other Provision / Extracurricular Activities

All Key Stage 1 and 2 pupils have had visits to the Environment Zone.

All children in key stage 2 have had access to high quality arts participation- either instrumental tuition (fife) or singing. All children are able to join the school choir.

Future Targets

Diminish the difference between Red Hall Pupil Premium children, and non-disadvantaged children nationally in key indicators of school performance: Early Years Foundation Stage Profile, Year 1 Phonics Check, Key Stage 1 and 2 statutory assessments.

For PP children to make accelerated progress so that the number of PP children working at the expected level in reading, writing and maths increases and gap between PP/non-PP is diminished in year groups without statutory assessments (1, 3, 4 and 5).

To raise the attendance of PP pupils so that the difference between PP and non-PP children in school is diminished.

Summary of Pupil Premium Spending 2017-18

Desired Outcomes	Adopted Approach	Impact	Total Cost
<p>Quality Teaching for All:</p> <p>Pupil Premium remains a high priority in school, with a member of SMT given responsibility for its leadership and management.</p> <p>Children develop phonic knowledge and skills so that they are able to read and write from an early age and therefore access the curriculum.</p> <p>Standards of teaching remain high and reflect best practice</p> <p>Identified children are given high-quality small group and individualised tuition, particularly in areas where they have misconceptions, so that they are able to make accelerated progress.</p>	<p>Assistant Headteacher has responsibility for Pupil Premium documentation and strategy.</p> <p>Phonics leadership and daily small group teaching of phonics.</p> <p>CPD for staff in identified whole school priority areas: reading and maths.</p> <p>Level 3 Teaching Assistants provide small group tuition, support mixed age classes and follow up misconceptions with GAP tasking in English and maths.</p>	<p>In Y2 100% of PPG children taking the phonics recheck achieved the standard. This is due to high quality phonics teaching and use of additional targeted interventions to ensure they caught up. This was above the National figure of 92%.</p> <p>Y1 PPG children did not do as well which means that in Y2 rapid provision to be provided so they can catch up with their peers.</p> <p>Y6 PPG pupils made some in year progress. This was however not enough to ensure they were in line with National. Significant gap with NPPG. In reading and writing, PPG cohorts in year groups 1,3,4 and 5 made accelerated progress. In maths, PPG cohorts in years 4 and 5 made accelerated progress, although this was not enough to close the gap in any year group. CPD in reading therefore showed some impact, whereas CPD in maths was less successful.</p> <p>The role of the PPG leader was not clearly defined and lacked involvement in the monitoring of the standards of teaching and learning. This is a key priority in the 2018-19 Plan.</p>	<p>£57,839</p>
<p>Targeted Support:</p> <p>LAC children make progress</p> <p>Raise attendance of vulnerable groups and reduce persistent absenteeism.</p> <p>To increase the engagement of, and remove barriers of learning from, families and children who may find it hard to engage with school.</p> <p>SEND children make good progress: they are identified, provision is tracked, and their progress is regularly reviewed.</p>	<p>1:1 Tuition</p> <p>Parent Support Advisor (PSA)</p> <p>PSA</p> <p>SENCO released from class based role and full teaching commitment.</p>	<p>LAC children made at least expected progress, with one child making accelerated progress in reading, writing and maths.</p> <p>Attendance for PPG children was below National and gap between NPPG. New policy in place for Jan 2019. Key action on PPG plan.</p> <p>SEND Impact: Reception: GLD 40% Y1 Phonics (Wa): 20% Y2 Phonics cumulative (Wa): 67% KS1 ARE: Reading 33%, Writing 33%, Maths 17%.</p>	<p>£53,449</p>

<p>Children with SEND receive relevant specialist assessment and support, e.g. care plans and IEPs, giving them a personalised curriculum, which facilitates increased progress and addresses their needs.</p> <p>Identified pupils and year groups make accelerated progress by receiving high quality in class support, and access to relevant interventions.</p> <p>Children with an identified area of SEND receive regular IEP sessions, allowing them to reach their targets and make accelerated progress.</p> <p>Children with Speech and Language Delays are able to access the curriculum</p>	<p>Educational Psychologist assesses identified children and writes/reviews IEPs.</p> <p>Level 2 TAs provide in class support and relevant interventions, e.g. comprehension.</p> <p>1:1 tuition in IEP sessions</p> <p>Individual speech and language programmes</p>	<p>Accelerated Progress was made by SEND working at ARE from year start to end in the following areas: Writing: Y5 +33% and Y6 +33% Maths: Y2 +21%, Y4 + 40% and Y6 +25% However, KS1 to KS2 Progress of SEND pupils was below national in Reading (-6.62), Writing (-1.92) and Maths (-5.31).</p> <p>Tracking systems were not robust enough to be able to see if children made enough progress. New PPG plan clearly to indicate monitoring cycle to ensure rapid action taken by SLT where children or groups of children are in danger of falling behind their peers.</p> <p>Speech and Language No of chn: 9 PPG Impact: 4 children made good progress in 1:1 sessions. Others showed steady progress. Impact of Speech and Language not always measurable on Provision Map. The 2018-19 strategy identifies a speech and Language Programme for using with groups of children to address the language barrier which many children enter school with.</p>	
<p>Other Approaches:</p> <p>Curriculum Enrichment broadens the range of experiences for PP and other pupils.</p> <p>Children receive high quality digital learning experiences both inside and outside of school, promoting engagement with the curriculum and learning.</p> <p>To meet statutory requirements regarding provision of free milk to FSM children.</p>	<p>Whole class instrumental tuition in years 3 and 4. Whole class singing/music lessons in years 5 and 6. Choir in years 3-6. Subscription to Dudley E-Zone for all pupils.</p> <p>School funds software subscriptions to identified learning resources, e.g. My Maths, Lumio, Education City, iPad Apps.</p> <p>Milk provided at break and lunch.</p>	<p>Y3/4 pupils had whole class instrumental lessons. This will be adjusted for new Action Plan as not targeted for PPG children.</p> <p>In Y2/Y6 children were able to access Education City in school and at home. Early Years were able to access the programme in school, which enhanced learning in lessons. There was some positive parental feedback on the activities at home. However, overall, this had limited impact on outcomes for pupils and was not targeted towards PPG pupils, particularly those who lack access to a suitable device at home.</p> <p>Milk was provided to eligible pupils at break and lunch.</p>	<p>£7,025</p>