

Pupil premium strategy statement: Red Hall Primary School 2018-19

Summary information					
School	Red Hall Primary School				
Academic Year	2018-19	Total PP budget	£113,168	Date of most recent PP Review	Jan 2019
Total number of pupils	357	Number of pupils eligible for PP	86	Date for next internal review of this strategy	April 2019

Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers	
A	Children entering school with speech and language skills below those of their peers
B	Children experiencing low self-esteem, aspirations and expectations.
C	Children who lack basic skills in key areas of the curriculum, e.g. phonics, mathematics, writing.
External barriers	
D	Difficulties with attendance and punctuality; lack of parental understanding of the impact of absence.
E	Families who lack the skills or resources to support their children's home learning.
F	Complex family situations and families who need support with parenting skills.

1. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1	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.	Key indicators of school performance are brought closer in line with relevant national and local figures (where there was a gap in 2017-18.) See previous year's impact statement for figures breakdown of Red Hall Vs. national/local figures. PP Children achieve end of Key Stage targets (based on their prior attainment.)
2	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).	1. A significant proportion of PP children make accelerated progress, so that the number working at age-related expectations, and at greater depth increases. Targets to be set for each cohort by teachers/senior leaders. 2. 100% of PP children make at least expected progress. At least 95% of PP children make expected progress, and at least 10% of PP make more than expected progress. In school data shows difference diminishing in individual year groups in reading, writing and maths.
3	To raise the attendance of PP pupils so that the difference between PP and non-PP children in school is diminished.	Pupil Premium attendance rises from 90.91% (2017-18), diminishing gap with non-PP in school 94.44% and national for primary of 96%.

2. Planned expenditure

Academic year	2018-19				
1. Diminish the difference between Red Hall Pupil Premium children, and non-disadvantaged children nationally in key indicators of school performance.					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Effective in school Leadership of the Pupil Premium Strategy in school by the Assistant Headteacher.</p>	<p>Assistant Head teacher has responsibility for leading the Pupil Premium Strategy, and also has appropriate release time from teaching commitments for the fulfilment of this role.</p>	<p>Key actions in leading the Pupil Premium are completed:</p> <p>Pupil Premium Register: AHT keeps an accurate and up to date register, to which all staff have access. Staff to colour code all PP books, to ensure that the PP cohort has prominence amongst all staff.</p> <p>Pupil Progress Meetings: AHT attends Pupil Progress Meetings, where the progress of PP children is a regular agenda item.</p> <p>Robust Tracking of Interventions: AHT records all provision of PP children. Pupil Progress is measured against a 6 week baseline and the impact measured.</p> <p>Monitoring of Progress and Attainment AHT to undertake regular monitoring of PP pupils- e.g. book scrutiny, learning walks, pupil and parent voice.</p> <p>Management of Support Staff PP lead to oversee TA intervention for PP pupils, regularly meeting with support staff and adjusting intervention offer.</p> <p>School Governance: Develop the role of governors to ask challenging questions and to justify answers with evidence. Ensure that the PP link governor has a thorough understanding of the progress and attainment of all PP children through regular meetings and opportunities to work with the PP lead.</p> <p>Case Studies AHT develops case studies which show impact of the PP and recognise good practice.</p> <p>Statutory Documentation: AHT produces school Pupil Premium Strategy and impact documentation, which is uploaded to the school website, so school is fully-compliant with requirements. The Pupil Premium Strategy document is regularly assess for impact and, if necessary, adjusted.</p> <p>Staff Professional Development: AHT shares best practice across the school. AHT leads relevant staff training in the Pupil Premium.</p>	<p>Headteacher appraisal of AHT School Governors hold AHT to account in relevant meetings, there is also a School Governor linked to the Pupil Premium.</p>	<p>AHT, Headteacher</p>	<p>AHT appraisal midpoint review</p>

<p>Children develop phonic knowledge so that they are able to access the curriculum.</p> <p>Standards of phonics are brought into line with national in key areas of school performance, e.g. Year 1 and Year 2 phonic checks.</p> <p>Children's phonics knowledge impacts on other key areas of school performance, e.g. EYFSP literacy strands and KS1 reading and writing.</p>	<p>Leadership of the Phonics Programme by a named TLR postholder, who has release time for key actions, e.g. phonic progress meetings.</p> <p>Teaching Assistants- Level 2 and 3 teaching assistants take small groups for daily phonics teaching, and phonics intervention.</p> <p>Phonically decodable books purchased to support application of phonics.</p>	<p>EEF Toolkit: Phonics +4 months progress</p> <p>Phonics Leadership/Management: Phonics leader provides overview of progress data to SLT, a termly action plan written so that all staff delivering the phonics programme are aware of their roles in raising standards. Half termly progress meetings held by phonics leader to review and set phonic trajectories. Monitoring of standards in phonics teaching by phonic observations.</p> <p>Phonics Environment: Phonics leader monitors the phonic environment and resources are purchased to support children's phonic application. Parent information sessions on phonics are led, so that they can support their children's learning.</p> <p>Phonics CPD: Visits to other schools allow key staff to develop their own practice in Phonics.</p> <p>Teaching Assistants: level 2 and 3 teaching assistants take small groups of children, so that phonics can be taught according to the children's current understanding. Additional phonic interventions are provided for children who require additional support to make age-related expectations.</p> <p>Phonics Scheme: School to purchase teaching resources to support the teaching of systematic synthetic phonics and its application across the curriculum.</p> <p>Phonically decodable books: Purchased so that children can apply and improve their phonic knowledge in individual, guided and home reading.</p>	<p>Headteacher monitors action plans and pupil progress, meeting with the Phonics Leader.</p> <p>Phonic application monitored in lesson observations and work trawls. Phonics environment and teaching monitored by school leaders.</p>	<p>Phonics Leader, Headteacher, English Subject Leader.</p>	<p>Phonics Progress Meetings</p> <p>Pupil Progress Meetings</p> <p>As per monitoring cycle</p>
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<p>Quality First Teaching for all children.</p>	<p>CPD for staff in identified areas of whole school priority: Early Years, maths, phonics and English.</p>	<p>Sir John Dunford (+1.5 years progress for PP children with highly effective teaching) and the EEF both agree that quality teaching has the greatest impact on pupil progress. Identification of PP children: school has an accurate and regularly updated Pupil Premium register, and PP children are given prominence by colour-coding system, so that all staff know who their PP children are. Staff CPD: release time and payment of fees so that staff can be trained, are able to attend relevant courses and can visit other schools to learn from best practice. Current foci of CPD includes school's involvement in an Early Years Teaching and Learning Programme, mathematics CPD and literacy CPD, with a particular focus on reading. Teachers and leaders to access specialist support from leaders in other settings to develop teaching and learning, with a focus on writing in the first instance. Curriculum: Staff to be released to review their medium-term planning to ensure that it meets age-related-expectations and captures the children's interest.</p>	<p>Headteacher has an overview of CPD.</p> <p>Impact of CPD is measured through the appraisal process (Pupil data, lesson observations), professional dialogue and monitoring of teaching and the learning environment.</p>	<p>Headteacher, AHT, Subject Leaders, Phase Leaders</p>	<p>Regular monitoring of teaching and learning</p>
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<p>Interventions in core subject areas to allow PP children to catch up are provided for identified pupils by Level 2 and Level 3 teaching assistants.</p>	<p>Level 2 and 3 teaching assistants deliver interventions to small groups of pupils with an identified need.</p>	<p>EEF Toolkit: Feedback +8 months, Small group tuition +4 months, reading comprehension +6 months, phonics +4 months. Flexible interventions to address misconceptions: children who are identified as having misconceptions, or who require additional support, are identified during lessons. They are then withdrawn for short sessions to plug gaps in their understanding. During these sessions they are given additional adult input and feedback, so that they are able to achieve the lesson objective. These groupings are flexible and depend on learning during the lesson.</p> <p>Interventions in core subjects: children who are identified during Pupil Progress Meetings as requiring additional learning to help them achieve their targets are scheduled for interventions, which they attend.</p> <p>EEF shows that reducing class sizes, providing individualised instructions, one to one tuition, and feedback all have a positive impact upon learning. Level 3 Teaching Assistants support specific children, and groups through marking, assessment and misconceptions. They provide small group tuition in identified year groups, thereby reducing class sizes across year groups. They help to develop deeper understanding and understanding in areas where children have gaps in their knowledge, i.e. next steps. For identified pupils, interventions in English, maths and phonics are provided.</p>	<p>Work of TAs is evaluated through the appraisal process, monitoring of books and lesson observation. SENCO tracks entry and exit points for all interventions, so that impact can be measured. Phase Leaders monitor pupil attendance of interventions as TAs keep a weekly register.</p>	<p>AHT, SENCO</p>	
<p>Moderation of assessments for PP children to ensure accurate assessment and next steps.</p>	<p>Release time for staff to attend moderation meetings</p>	<p>Pupil Premium children to be a focus for in-school moderation so that teachers can plan for next steps in learning, leading to accelerated progress and a greater number of PP children reaching age-related expectations and greater depth.</p>	<p>Progress of moderated children will be followed up in subsequent meetings.</p>	<p>Headteacher, AHT, Phase Leaders</p>	<p>As per school diary</p>
<p>Booster Club for targeted Pupil in Year 6.</p>	<p>Level 3 TA paid to work outside of contracted hours.</p>	<p>EEF Toolkit: Small Group Tuition +3 months, Homework +2 months</p> <p>Identified pupils are given the opportunity to attend additional learning outside of the school day, giving them the opportunity to revisit misconceptions and receive personalised identified areas of need.</p>	<p>Year 6 data will be rigorously interrogated. Assessments will be monitored for impact.</p>	<p>Headteacher, Phase Leader</p>	<p>½ termly baseline</p>
Total budgeted cost					<p>£54,352</p>

2. 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).

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children with Speech and Language Delays are provided with a programme of support, so that they are able to access the curriculum	Individual speech and language programmes delivered by Level 2 TAs	Contact made with specialist speech and language team. Where appropriate, regular 1:1 sessions with teaching assistants allow these pupils to make progress in identified speech and language programmes. Speech and Language programmes used to support identified pupils, e.g. Welcomm.	Pupil Progress Meetings, Progress in speaking and listening elements of the EYFS curriculum. Appraisal process and observation of TAs. Speech and Language team review pupils' progress against their targets.	SENCO, Phase Leaders	½ termly Pupil Progress Meetings
Pupil Premium children in identified year groups (years 5 and 6) make accelerated progress by being taught in small classes.	Additional teacher (0.5) in Upper Key Stage 2 takes sets for English and maths.	<p>EEF Toolkit: Reducing class size +3 months, Feedback +8 months,</p> <p>An additional, highly-skilled teacher is employed to work across years 5 and 6 in English and maths. Year 5 has been chosen due to the number of PP children in this year group 49% PPG</p> <p>Children are taught in small year group sets, with appropriately differentiated teaching, led by experienced staff, which enables them to make rapid progress against end of year expectations. Misconceptions are identified and all children are given individualised feedback, allowing them to improve their work.</p>	Appraisal cycle for teaching staff. Robust monitoring cycle of teaching Regular meetings with upper key stage 2 staff to discuss progress of individual children, and groupings of children, particularly PP.	Headteacher, AHT, Phase Leader, Subject Leaders	Pupil Progress Meetings
Beanstalk Reading Programme: identified pupils reading regularly with a trusted adult, to help them to improve their reading skills.	School pays fees to the Beanstalk charity for training of volunteers and administration costs, etc.	<p>EEF Toolkit: one to one tuition +5 months, reading comprehension +6 months</p> <p>Pupils read regularly with a trusted adult who asks them questions about, and discusses the text to improve on both reading fluency and comprehension. This helps to develop reading skills which benefit children across the curriculum.</p>	Salford reading tests to assess children's reading age and comprehension age, progress of children reviewed during Pupil Progress Meetings.	SENCO, Class teacher, Phase Leaders	Termly pupil progress meetings

TGL Counselling: identified pupils with social and emotional needs given weekly sessions with a trusted adult.	School covers costs of TGL Counselling visits.	EEF Toolkit: Social and emotional learning +4 months A trained counsellor, who builds up a close relationship with the identified pupils, helps them to discuss any areas of concern, develop their social and emotional skills and mentor them with their learning.	Children's engagement with their learning improves, leading to increased progress across the curriculum.	Class teacher, Phase Leaders, SENCO	
Total budgeted cost					£45,480

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

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Raise attendance of vulnerable groups and reduce persistent absenteeism.	Parent Support Advisor (PSA) and Attendance Administrator employed to support with attendance.	Attendance of PP children is a priority for improvement (90.91% 2017-18 academic year). Children with good attendance have the best chance to benefit from everything school has to offer. School attendance policy was updated in January 2019 to add rigour to procedures. The PSA plays a key role in supporting attendance procedures by contacting families whose attendance/punctuality causes concern, supporting absence procedures in school, making home visits, liaising with outside agencies (e.g. EIS), meeting with parents and providing advice and support.	Headteacher monitors impact of attendance policy on identified pupils. Regular meetings to discuss attendance held between Headteacher, PSA and Attendance Administrator.	Headteacher, PSA	Regular attendance meetings
Total budgeted cost					£12,336

4. Other strategies

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To meet statutory requirements regarding provision of free milk to FSM children.	Milk provided at break and lunch.	To promote health and growth in eligible pupils.	Promotion of healthy eating and lifestyle choices in PSHE lessons and assemblies.	AHT	
Total budgeted cost					£1,000

For impact/review of Pupil Premium Spending 2017-18, please see separate document, also available on school website.