

# Pupil premium strategy statement: Red Hall Primary School 2019-20

Summary information					
<b>School</b>	Red Hall Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£104,280	<b>Date of most recent PP Review</b>	Jan 2019
<b>Total number of pupils</b>	322	<b>Number of pupils eligible for PP</b>	81	<b>Date for next internal review of this strategy</b>	December 2019

Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b>		
<b>A</b>	Children entering school with speech and language skills below those of their peers	
<b>B</b>	Children experiencing low self-esteem, aspirations and expectations.	
<b>C</b>	Children who lack basic skills in key areas of the curriculum, e.g. phonics, mathematics, writing.	
<b>External barriers</b>		
<b>D</b>	Difficulties with attendance and punctuality; lack of parental understanding of the impact of absence.	
<b>E</b>	Families who lack the skills or resources to support their children's home learning.	
<b>F</b>	Complex family situations and families who need support with parenting skills.	
<b>1. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>1</b>	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 2018-19.)  See previous year's impact statement for figures breakdown of Red Hall Vs. national figures.  PP Children achieve end of Key Stage targets
<b>2</b>	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. In school data shows difference diminishing in individual year groups in reading, writing and maths.
<b>3</b>	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	2019-20				
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>Improve outcomes for pupils in the Foundation stage so the number of pupils achieving a good level of development is in line with national average.</p> <p>In Reception to increase the percentage of pupils working at National expectations in reading and writing.</p>	<p>An additional key person in all Foundation stage class to reduce the staff /child ratios in order to develop speaking and listening skills. 1 additional HLTA to support with speech and language.</p> <p>Develop writing in child-led to create interesting stimulus for writing. Use of Talk for Writing structure so that children are able to develop independence</p> <p>To capture children's comments in their learning journals for all areas of learning to support assessment in understanding the pupils thinking process.</p>	<p><b>Early Years intervention Action Impact - +6 months</b></p> <p>By ensuring that gaps in learners are targeted early on children will have a better chance of staying in line with their peers</p>	<p>Senior leaders and link Governor to track and review the data to track the impact of support and intervention.</p> <p>Identify any pupils who are not making the appropriate progress and swiftly intervene with further support e.g SENCo, Early Years specialist service</p> <p>HT and phase leader to share data with Governors Curriculum Committee.</p>	<p>Early years acting leader</p> <p>HT</p>	<p>December 2019</p>
<p>Improve feedback to pupils so that they are clear about the next steps they must take to improve their work</p>	<p>Marking and feedback policy reviewed to ensure consistent approach across the school</p>	<p><b>EEF – quality meaningful feedback – average impact - +8 months</b></p> <p>To ensure that all pupils know how to take ownership of their learning by having</p>	<p>Pupil interviews to find out how children are able to respond to feedback</p>	<p>All phase leaders</p>	<p>December 2019</p>

	<p>CPD opportunities so that all staff are clear about what meant by clear feedback and how this will support learning</p>	<p>opportunities to reflect on what they have achieved and how they can make further improvements</p>	<p>Book scrutinies to ensure consistency of the policy</p> <p>Learning Walks to identify consistency in the use of learning environments to support meaningful feedback</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>% PPG pupils passing phonic screening check is in line with NPPG</p> <p>Children’s phonic 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><b>EEF Toolkit: Phonics +4 months progress</b></p> <p><b>Phonics Leadership/Management:</b> Phonics leader provides overview of progress to SLT. 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><b>Phonics CPD:</b> Visits to other schools allow key staff to develop their own practice in Phonics. Cover to be paid for to allow visits to occur</p> <p><b>Teaching Assistants:</b> 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><b>Phonics Scheme:</b> School to purchase teaching resources to support the teaching of systematic synthetic phonics and its application across the curriculum.</p> <p><b>Phonically decodable books:</b> Purchase so that children can apply and improve their phonic knowledge in individual, guided and home reading.</p>	<p>Head teacher 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, Head teacher, English Subject Leader.</p>	<p>Phonics Progress Meetings</p> <p>Pupil Progress Meetings</p> <p>As per monitoring cycle</p>

<p>Quality First Teaching for all children as the key first step to meeting the needs of PPG children</p>	<p>CPD for staff in identified areas of whole school priority: Early Years, maths, phonics and English.</p>	<p><b>Sir John Dunford +1.5 years progress for PP children with highly effective teaching</b></p> <p><b>EEF Collaboration - Average impact +5 months</b></p> <p><b>Identification of PP children:</b> school has an accurate and regularly updated Pupil Premium register PP children’s exercise books all have purple sticker on them for prominence so that all staff know who their PP children are.</p> <p><b>Staff CPD:</b> 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. Regular in house and external CPD for all staff to ensure that they keep abreast of changes to the curriculum. Feedback from monitoring and appraisal discussions identify the training on a termly basis.</p> <p><b>Curriculum:</b> 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>Head teacher has an overview of CPD.</p> <p>Senior leaders to track the impact of the training and any follow up actions to ensure that it has improved the quality of teaching and learning</p> <p>Link Governor notes of visit are shared with the governors school improvement committee</p> <p>Impact of CPD is measured through the appraisal process</p> <p>Pupil data, lesson observations, professional dialogue and monitoring of teaching and the learning environment.</p>	<p>Head teacher</p> <p>Subject Leaders</p> <p>Phase Leaders</p>	<p>Pupil Progress Meetings</p>
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<p>Interventions in core subject areas to allow PPG children to catch up are provided for identified pupils</p>	<p>Teaching assistants deliver interventions to small groups of pupils with an identified need.</p>	<p><b>EEF Toolkit: Feedback +8 months, Small group tuition +4 months, reading comprehension +6 months, phonics +4 months.</b></p> <p><b>Flexible interventions to address misconceptions:</b> 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><b>Interventions in core subjects:</b> 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. EEF shows that reducing class sizes, providing individualised instructions, one to one tuition, and feedback all have a positive impact upon learning. TAs help to develop deeper understanding and understanding in areas where children have gaps in their knowledge</p>	<p>Work of TAs is evaluated through the appraisal process</p> <p>Monitoring of books and lesson observation.</p> <p>SENCO tracks entry and exit points for all interventions, so that impact can be measured.</p> <p>Phase Leaders monitor pupil attendance of interventions as TAs keep a weekly register.</p>	<p>AHT, SENCO</p>	<p>Pupil progress meetings each half term</p>
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<p>Moderation of assessments for PP children to ensure accurate assessment and next steps.</p>	<p>Release time for staff to attend moderation meetings at cluster network meetings</p>	<p>Pupil Premium children to be a focus for in-school and cross 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>Release of staff to attend meetings and cover to be paid for so that staff knowledge increased</p>	<p>Progress of moderated children will be followed up in subsequent meetings.</p>	<p>Head teacher Phase Leaders</p>	<p>December 2019</p>
<p>Booster Club for targeted Pupil in Year 6.</p>	<p>Teachers provide extra support for pupils after school who need to make accelerated progress to meet end of year targets</p>	<p><b>EEF Toolkit: Small Group Tuition +3 months, Homework +2 months</b></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.</p> <p>Assessments will be monitored for impact.</p>	<p>Head teacher Phase Leader</p>	<p>December 2019</p>
<b>Total budgeted cost</b>					<p>£50,352</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?
<p>Children with Speech and Language Delays are provided with a programme of support, so that they are able to access the curriculum and make rapid gains</p>	<p>Individual speech and language programmes delivered by TAs</p> <p>Training to be provided so that staff are well equipped to meet the needs of pupils</p>	<p><b>EEF +5 effect oral language interventions</b></p> <p>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.</p> <p>Speech and Language programmes used to support identified pupils, e.g. Welcomm. Welcomm screening tool used to measure impact and identify targets.</p> <p>Use of Talk Boost for Early Years and Year 1 to help ensure children catch up with targeted programme of support</p>	<p>IEP targets clearly track progress of individual children</p> <p>Pupil progress meetings monitor impact of interventions</p> <p>Progress in speaking and listening elements of the EYFS curriculum.</p> <p>Speech and Language team review pupils' progress against their targets.</p>	<p>SENCO</p> <p>Phase Leaders</p>	<p>½ termly Pupil Progress Meetings</p>
<p>1:1 support for pupils – reading to support progress in reading for pupils working below national expectations so that pupils make better than expected progress and begin to achieve in line with national expectations</p>	<p>School pays fees to the Beanstalk charity for training of volunteers and administration costs, etc.</p>	<p><b>EEF Toolkit: one to one tuition +5 months, reading comprehension +6 months</b></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>	<p>Salford reading tests to assess children's reading age and comprehension age, progress of children reviewed during Pupil Progress Meetings.</p>	<p>SENCO, Class teacher, Phase Leaders</p>	<p>Termly pupil progress meetings</p>

TGL Counselling: identified pupils with social and emotional needs given weekly sessions with a trusted adult.	School covers costs of TGL Counselling visits.	<b>EEF Toolkit: Social and emotional learning +4 months</b> 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	
<b>Total budgeted cost</b>					£40,592

<b>3. To raise the attendance of PP pupils so that the difference between PP and non-PP children in school is diminished.</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Raise attendance of vulnerable groups and reduce persistent absenteeism.	<p>Parent Support Advisor (PSA) and Attendance Administrator employed to support with attendance.</p> <p>Home visits and communication with parents</p> <p>Monthly attendance meeting with Head, attendance officer and Parent Support adviser</p> <p>Support from EIS where appropriate for families who are needing further support</p>	<p>Attendance for disadvantaged pupils is lower (91.5%) than non-disadvantaged pupils (96.1%) (Y1-Y6 2018_19). Improved attendance results and greater improvement for individual pupils and the class as a whole, if interruptions are reduced at the beginning of the day.</p> <p>School attendance policy was updated in January 2019 to add rigour to procedures.</p> <p>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.</p>	<p>Head teacher monitors impact of attendance policy on identified pupils.</p> <p>Regular meetings to discuss attendance held between Headteacher, PSA and Attendance Administrator.</p> <p>Head teacher report to Governing Body on attendance. Governors track the school's progress to achieving the attendance target for the year.</p>	Headteacher, PSA	Regular attendance meetings
<b>Total budgeted cost</b>					£12,336

<b>4. Other strategies</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	
<b>Total budgeted cost</b>					£1,000

For impact/review of Pupil Premium Spending 2018-19, please see separate document available on school website.