

Reception (37chn)	Combined		PPG (5 pupils)		NPPG (32 pupils)		SEN (8 pupils)	
	EXS	EXC	EXS	EXC	EXS	EXC	EXS	EXC
Number	81%	5%	80%	0%	81%	0%	38%	0%
Reading	78%	5%	80%	25%	78%	6%	38%	0%
Writing	76%	5%	80%	0%	75%	3%	38%	0%

Good level of development = overall 76% (+20% increase from 2018, +12% on 2019)

National: not released 2020

2019: 71%

PPG= 80%

NPPG = 72%

- Data is based on teacher judgements and assessments and “best fit” known about each child.
- Overall significant improvements in Early Years data for PPG + NPPG groups
- GLD is above national (2019:71.8%). PPG group have attained better than NPPG group
- This data is highest data Red Hall has known.
- **Number** result has significantly increased from 2019 by **+15%**. There is no gap in outcomes between PPG + NPPG.
- **Reading** result has significantly increased from 2019 by **+14%**
- PPG children have done better in reading and in achieved exceeding. This is due to targeted interventions occurring with frequency. Phonic offer was started in Nursery which benefited those children who had been with us.
- **Writing** result has significantly increased from 2019 by **+12%**. Use of the Talk for Writing strategy, well placed interventions, adaption of the curriculum offer can all be attributed to this improvement

Year 2 results (45)	Combined		PPG (10)		NPPG (35)	
	EXS	EXC	EXS	EXC	EXS	EXC
Maths	76%	13%	80%		74%	17%
Reading	71%	20%	60%		74%	26%
Writing	69%	13%	60%		71%	17%

- Data is based on teacher judgements and assessments and “best fit” known about each child.
- Maths result improved from 2019 overall by **17%**. This is in line with national data at 76%. More PPG obtain expected judgement than NPPG. There were no PPG children obtaining the exceeding judgement. This will be an area to focus as this group move through school.
- Writing result improved from 2019 overall by **22%**. This is in line with national data at 69%. Gap between PPG and NPPG is at 11%. There were no PPG children obtaining the exceeding judgement. This will be an area to focus as this group move through school.
- Reading result is slightly below national data of 75%. Sustained impact of phonic and reading programme can be evidenced from the data. Gap between PPG and NPPG is 14%. There were no PPG children obtaining the exceeding judgement. This will be an area to focus as this group move through school.
- Results for PPG group when compared to 2019 data show that targeted support in class, interventions and high quality first wave teaching have helped PPG outcomes to be significantly improved.

- Results overall in line with KS1 outcomes nationally.
- This data represents Red Hall's best outcomes for KS1.

Year 6 results (42)	Combined		KS1		PPG (20) (48%)		NPPG (22) (52%)	
	EXS	EXC	EXS	EXC	EXS+	EXC	EXS	EXC
Maths	65%	17%	61%	9%	55%	5%	73%	23%
Reading	74%	26%	64%	34%	70%	5%	77%	45%
Writing	62%	19%	59%	18%	45%	0%	77%	36%

	ALL	PPG	NPPG
Combined R,W + M	50%	35%	64%

Progress from KS1- KS2		All children (42)	PPG (20)	NPPG (22)	+/-
Maths	expected progress	88% (37)	85% (17)	91% (20)	-6%
	more than expected progress	14% (9)	10% (2)	18% (4)	+8%
Reading	expected progress	88% (37)	90% (18)	86% (19)	+4%
	more than expected progress	17% (7)	15% (3)	18% (4)	-3%
Writing	expected progress	90% (38)	95% (19)	86% (19)	+9%
	more than expected progress	12% (5)	10% (2)	14% (3)	-4%

Below expected progress	All children (42)	PPG (20)	NPPG (22)
Reading	12% (5)	10% (2)	14% (3)
Writing	10% (4)	5% (1)	14% (3)
Maths	12% (5)	15% (3)	9% (2)

- Data is based on teacher judgements and assessments and "best fit" known about each child.
- **Maths** overall result is lower than 2019 by 22%. This is 14% lower than National data 2019. There is a 4% improvement on the KS1 result. 88% of pupils did make expected progress from their KS1 result. The progress of PPG pupils was less than NPPG.
 - Significant attainment gap between PPG + NPPG in maths.
- **Reading** overall result is +2% higher than Red Hall 2019 result. Overall attainment is 1% higher than National data. There is a 10% increase on the KS1 result. 90% of PPG pupils made expected progress which was better than NPPG. 7 pupils made accelerated progress meaning the gap was closed.
 - Significant attainment gap in exceeding between PPG + NPPG
 - The intervention in reading can clearly be seen to have had a positive impact for all pupils but also for PPG group.

- **Writing** overall result is lower than 2019 by **15%**. This is 16% lower than National data 2019. There is a 3% increase on the KS1 data. 95% of PPG pupils made expected progress which was better than NPPG by 9%.
 - Significant attainment gap between PPG + NPPG in writing.
 - Writing intervention for PPG group helped children to catch up. Use of Talk for Writing training helped children to make rapid gains.

Impact statement for period from March 2020 – September 2020					
Concern	What action was taken	Costs	Impact	Next steps	Future contingency to minimise impact if lock down occurs again
Not able to access to online learning due to limited devices or no internet connection	<ul style="list-style-type: none"> • Devices obtained from LA and distributed to families • Learning packs distributed to families • Exercise books and text books sent home to children • Weekly letters sent with learning activities in the post 	£500	<ul style="list-style-type: none"> • Children could access online learning using their new device • Some families reported back that they had completed packs and required more • Anecdotal reports of children really enjoying their postcards and contact 	<ul style="list-style-type: none"> • Baseline reading, common exception words, recovery plan from the White Rose maths resources to support knowledge of where gaps are. • Curriculum offer adjusted to suit needs of children • Interventions created to help plug the gaps 	<ul style="list-style-type: none"> • Text books sets ready to distribute • Identified key adults who will be responsible for making contact with groups of children from different cohorts
Lack of contact and communication would mean that not able to support ongoing needs	<ul style="list-style-type: none"> • All email addresses were updated from parents in March 2020 • Outgoing email from school was created for each year group March 2020 • Most vulnerable group was identified by DSL's 	£1000	<ul style="list-style-type: none"> • Contact was regularly maintained through use of email. This was distributed to key members of staff both in school and at home • Key information was provided and shared on our secure safeguarding platform meaning 	<ul style="list-style-type: none"> • Update the vulnerable contact list taking into account new children and families • Update the website with newsletters and articles to support children • Ensure all staff know how to send 	<ul style="list-style-type: none"> • Communication systems checked and gaps in knowledge plugged

Impact statement for PPG 2019_20

	<p>and teachers. These received weekly contact via phone call</p> <ul style="list-style-type: none"> • Home visits were made when communication had not been made or further support was required • Mobile phones were purchased for staff who were working from home so they could maintain contact with their pupils. • Regular letters and postcards were sent home for children • Website was used to share key letters and video updates. This enabled the barrier of written text to be removed 		<p>that support could be sufficiently provided.</p>	<p>emails via new email system</p> <ul style="list-style-type: none"> • New email contacts to be gathered for new cohort and new families • Send out communication for ParentHub app so that parents can sign up • Top up mobile phones so that they are ready to be used 	
<p>Mental health and wellbeing of pupils has been severely impacted due to critical events that have occurred during lock down period</p>	<ul style="list-style-type: none"> • Role of SENDCo in September has ensured that she has further release to support needs of children (0.5 out of class) 	<p>£2500</p>	<ul style="list-style-type: none"> • Planning could take place to schedule correct programmes of support for when children have returned to school 	<ul style="list-style-type: none"> • Bespoke programmes of support are in place for children as they have returned to school so needs have promptly been 	<ul style="list-style-type: none"> • Signpost to website further support needs • Contact parents/carers with weekly phone calls, use of email system

	<ul style="list-style-type: none"> • All staff received training on Mindfulness and Wellbeing in September 2020 • Curriculum offer adjusted so that children have daily input into mindfulness and wellbeing • Training provided to staff from external agency on wellbeing – online course • Attendance of one staff member to a full conference on well-being and mindfulness. This information is being disseminated to staff through resources and in-house training • DSL's updated key information and significant life events via CPOMs so that children could be supported by key adults when returning to school 		<ul style="list-style-type: none"> • Classroom placement took account of relationships and where children would thrive • Classroom environments support how to be mindful and how to have a positive mindset • Children have an awareness of how their physical and mental health have equal importance • Parents and children know who to contact if they require additional support • Children's vocabulary of emotions has improved and they can talk about how they are feeling 	<p>met. This has included bereavement sessions, anxiety support, self esteem and confidence support.</p> <ul style="list-style-type: none"> • Continue to draw on external support as needs of children change 	<p>to check in with how they are</p> <ul style="list-style-type: none"> • Use further external support systems
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Impact statement for PPG 2019_20

	<ul style="list-style-type: none">• PSHE curriculum plan re-written so that it planned for needs of children upon their return in September• Website signpost parent/carer and pupils to support and help regarding their well-being. Websites included strategies for giving support as well as exercises children could do.				
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