

Pupil premium strategy statement: Red Hall Primary School 2020_21

Summary information					
School	Red Hall Primary School				
Academic Year	2020_21	Total PP budget	£130,465	Date of most recent PP Review	Sept. 2020
Total number of pupils	365	Number of pupils eligible for PP	112	Date for next internal review of this strategy	Dec 2020

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 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
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. 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 91.87% (2019 – March 2020), diminishing gap with non-PP in school 93.90% and national for primary of 96%.

2. Planned expenditure					
Academic year	2020_21				
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, writing and maths.</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>Develop the outdoor environment so that learning opportunities for reading, writing and maths continue outside. Ensure that continuous provision matches the needs of all groups of pupils.</p>	<p>Early Years intervention Action Impact - +6 months</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>Red Hall Ofsted report September 2019 <i>“The outdoor early years area is not stimulating for young children.....Children are not always challenged well enough. This means that too few reach or exceed a good level of development.”</i></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 SENDCo, Early Years specialist service</p> <p>HT and phase leader to share data with Governors SIP Committee.</p>	<p>Early years leader</p> <p>HT</p>	<p>December 2020</p>
<p>Children develop phonic knowledge so</p>	<p>Leadership of the Phonics Programme by a named TLR postholder, who has</p>	<p>EEF Toolkit: Phonics +4 months progress</p> <p>Phonics Leadership/Management: Phonics leader provides overview of progress to SLT. Half</p>	<p>Head teacher monitors action plans and pupil</p>	<p>Phonics Leader, Head</p>	<p>Phonics Progress Meetings</p>

<p>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 phonics knowledge impacts on other key areas of school performance, e.g. EYFSP literacy strands and KS1 reading and writing.</p>	<p>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>termly progress meetings held by phonics leader to review and set phonic trajectories. Monitoring of standards in phonics teaching by phonic observations.</p> <p>Teaching Assistants: 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: Purchase so that children can apply and improve their phonic knowledge in individual, guided and home reading.</p>	<p>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>teacher, English Subject Leader.</p>	<p>Pupil Progress Meetings</p> <p>As per monitoring cycle</p>
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<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>Sir John Dunford +1.5 years progress for PP children with highly effective teaching</p> <p>EEF Collaboration - Average impact +5 months</p> <p>Identification of PP children: school has an accurate and regularly updated Pupil Premium register PP children’s exercise books all have this indicated on them for prominence so that all staff know who their PP children are.</p> <p>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. 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>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>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>EEF Toolkit: Feedback +8 months, Small group tuition +4 months, reading comprehension +6 months, phonics +4 months.</p> <p>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. 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 2020</p>
Total budgeted cost					<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>EEF +5 effect oral language interventions</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>SENDSCO</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>Children are identified and heard read in school by named staff members.</p>	<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>	<p>Salford reading tests to assess children's reading age and comprehension age, progress of children reviewed during Pupil Progress Meetings.</p>	<p>SENDSCO, Class teacher, Phase Leaders</p>	<p>Termly pupil progress meetings</p>

Sycamore Centre: identified pupils with social and emotional needs given weekly sessions with a trusted adult.	School covers costs of Sycamore Centre visits.	EEF Toolkit: Social and emotional learning +4 months A trained worker, 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, SENDCO	
Total budgeted cost					£40,592

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.	<p>Attendance Officer and Pastoral Support Lead employed to support with attendance.</p> <p>Home visits and communication with parents</p> <p>Monthly attendance meeting with Head, attendance officer and Pastoral Support Lead</p> <p>Support from EIS where appropriate for families who are needing further support</p>	<p>Attendance for disadvantaged pupils is lower (91.87%) than non-disadvantaged pupils (93.9%) (Y1-Y6 2019 – March2020). 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>Appointment of new Pastoral Support Lead for January 2021. Ensure clear induction into local safeguarding procedures, ensure role as Deputy DSL is established through key support from school Safeguarding group. Support to be provided to families through Early Help offer and links to local Family Centres.</p>	<p>Head teacher monitors impact of attendance policy on identified pupils.</p> <p>Regular meetings to discuss attendance held between Headteacher, PSL and Attendance Officer.</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, PSL, Attendance Officer	Regular attendance meetings

		The PSL 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.			
Total budgeted cost					£28,000

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?
Children will see themselves positively as learners. They will have strategies for helping them to cope when they are feeling overwhelmed or anxious	<p>Staff will undertake training so that they understand how mental health and physical health can impact on learning outcomes</p> <p>Staff will undertake training so that they learn how to support pupils with wellbeing and mindfulness learning activities</p> <p>Children will participate in mindfulness learning activities.</p> <p>Creation of a wellbeing room to support pupils so that they can access a space designated for</p>	Many children have experienced adverse events during lockdown period. These traumatic events mean that they are finding it very hard to adjust back in to the routines of school life.	Wellbeing assessments are used to baseline children at the start and end of interventions	SENDCO, Wellbeing staff group	

	<p>them to use if they are feeling overwhelmed</p> <p>Enhanced training will be provided for staff so that they can deliver emotional training and support to individuals and groups of pupils.</p>				
Total budgeted cost					£11,521

For impact/review of Pupil Premium Spending 2019-20, please see separate document available on school website.