

Red Hall Pupil premium strategy statement 2021_2023



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Red Hall Primary School
Number of pupils in school	332
Proportion (%) of pupil premium eligible pupils	34.6
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021_23 2021_22 2020_21
Date this statement was published	October 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Helen Tomlinson
Pupil premium lead	Helen Tomlinson
Governor / Trustee lead	Hannah Pickering Paul Arnold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,675
Recovery premium funding allocation this academic year	£15,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£170,175

Part A: Pupil premium strategy plan

Statement of intent

At Red Hall Primary School we want:

To 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.

To ensure that the gap in attendance between NPPG and PPG is narrowed over a 3 year period.

Early Years Good Level of development		
	2018	2019
ALL	56% (71.5%)	64% (71.8%)
PPG	33%	63%
NPPG	70%	64%

Phonics data Year 1				Phonics data Year 2 Recheck				
	2018	2019	2021 (I)		2018	2019	Autumn 2020	July 2021 School data
ALL	55% (83%)	84% (82)	73%	ALL	75% (61.3%)	95%	68%	82%
PPG	36%	83	47%	PPG	100%	83%	69%	82%
NPPG	59%	81	88%	NPPG	60%	79%	55%	83%

KS1 SATS data 2018				KS1 data 2019			
	Maths	Reading	Writing		Maths	Reading	Writing
ALL	69 (76)	71 (76)	63 (70)	ALL	59 (76)	76 (75)	47 (69)
PPG	50	50	63	PPG	36 (79)	64 (78)	27 (73)
NPPG	74	78	63	NPPG	65	79	52

KS2 SATS data 2018					KS2 SATS data 2019				
	Combined	Maths	Reading	Writing		Combined	Maths	Reading	Writing
ALL	38%	56 (76)	49 (75)	63 (70)	ALL	64% (65)	87% (79)	72% (73)	77% (78)
PPG	11%	32	32	47	PPG	47% (71)	80% (84)	60% (78)	67% (83)
NPPG	58%	73	62	81	NPPG	80%	92	76	84

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Children entering school with speech and language skills below those of their peers
2	Children experiencing low self-esteem, aspirations and expectations.
3	Children who lack basic skills in key areas of the curriculum, e.g. phonics, basic number knowledge, language acquisition
4	Difficulties with attendance and punctuality; lack of parental understanding of the impact of absence.
5	Complex family situations and families who need support with parenting skills.
6	Variation in learning experiences during the various lockdowns so that gaps in knowledge and attainment have significantly widened with our most vulnerable groups showing that the gap is widest

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children will be able to develop their early language skills so that they make rapid progress and catch up with their peers	<p>From baseline data individuals will make rapid progress</p> <p>Children will complete a programme of support and make good progress from their baseline assessment (e.g. Neli, Welcomm, Talk Boost)</p> <p>Children will be discharged from Speech and Language as they have made rapid progress</p> <p>Early Years staff will have sound knowledge of early language acquisition and programmes to develop individual children</p> <p>Parents are well supported and able to access resources from partner agencies as well as school to help support their child's development</p>
Children will be confident learners who are ready to accept challenges and will be able to recover from setbacks quickly. They will develop into resilient learners.	<p>Children will develop their independent skills in line with age related expectations</p> <p>They will develop their social skills so that they can turn take, wait for their turn, be able to regulate their emotions, can name their emotions and know how to express these safely</p> <p>Working in partnership with outside agencies outcomes for children will be improved as they are ready to learn</p> <p>Children will complete well-being programmes so that they do not then have to repeat similar programmes the following academic year</p> <p>PPG Children participate in activities at school based competition level, school to school competition level, or</p>

	<p>try out new activities as they are encouraged or invited to take part</p> <p>PPG children who wish to participate in a music lesson and show a talent for this will have lessons paid for them (2022_23). They will be identified in Y3 through their music lessons</p>																								
<p>To raise the attendance of PP pupils so that the difference between PP and non-PP children in school is diminished.</p>	<p>Pupil Premium attendance 2020_21</p> <table border="1" data-bbox="818 459 1399 786"> <thead> <tr> <th></th> <th>Red Hall ALL</th> <th>Red Hall PPG</th> <th>Red Hall NPPG</th> <th>National</th> <th>Dudley</th> </tr> </thead> <tbody> <tr> <td>Sept-Dec 2020</td> <td>91.66</td> <td>88.09</td> <td>93.61</td> <td>85.84</td> <td>85.00</td> </tr> <tr> <td>8.3 – 28.5</td> <td>92.24</td> <td>89.87</td> <td>93.57</td> <td>93.84</td> <td>92.44</td> </tr> <tr> <td>8.3 - 21.7.21</td> <td>92.07</td> <td>89.17 (89.09)</td> <td>93.77</td> <td>92.02</td> <td>92.4</td> </tr> </tbody> </table> <p>Identified the core group of families who require support and rapidly intervene</p> <p>Attendance Officer will clearly signpost using the correct processes and communicate to all stakeholders</p> <p>Report back to Governing Body on the attendance data and how effectively the attendance policy is working</p>		Red Hall ALL	Red Hall PPG	Red Hall NPPG	National	Dudley	Sept-Dec 2020	91.66	88.09	93.61	85.84	85.00	8.3 – 28.5	92.24	89.87	93.57	93.84	92.44	8.3 - 21.7.21	92.07	89.17 (89.09)	93.77	92.02	92.4
	Red Hall ALL	Red Hall PPG	Red Hall NPPG	National	Dudley																				
Sept-Dec 2020	91.66	88.09	93.61	85.84	85.00																				
8.3 – 28.5	92.24	89.87	93.57	93.84	92.44																				
8.3 - 21.7.21	92.07	89.17 (89.09)	93.77	92.02	92.4																				
<p>Parents will swiftly receive support so that they can be the best parents. They will either be signposted or receive support from the correct external agency</p>	<p>Referral pathways will be used by DSLs, SENDCo, Attendance Officer or Pastoral Lead so that families receive the right support in a timely manner</p> <p>Pupil progress meeting will include an update on vulnerable pupils and what support they are receiving from external providers</p> <p>Support will be provided in school through use of Pastoral Lead</p> <p>Meetings will take place promptly with a clear action plan created with timelines</p>																								
<p>Children will benefit from engaging first wave teaching from staff who are well informed about best practice. Pedagogy of TAs and teachers will be updated through training both in school, local partnerships and external providers</p>	<p>High quality teaching will mean that all children will make at least expected progress</p> <p>Where children are below age related expectations a programme of support will be put in place so that they can make progress</p> <p>Intervention plans will be adjusted when needed so that there is not a time lag for children requiring support and help.</p> <p>The right intervention will be delivered by the right staff member so that children make at least expected progress</p> <p>Staff will be able to access CPD to ensure that they are learning from the best researched practices which feeds into high quality lessons</p>																								
<p>Flexible interventions will be provided for individuals and groups of children when they are needing support and catch up</p>	<p>Baselines and exit data for interventions help to measure the progress of the children and which interventions are working successfully</p>																								

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase a new phonetically decodable scheme that will be able to meet the needs of Nursery to Y3 (and SEN chn in UKS2).</p> <p>Staff to be trained so that they can effectively deliver the new phonic programme</p> <p>Parental engagement sessions to raise awareness of the new scheme and how they can support their child/ren at home</p>	<p>EEF Toolkit: Phonics +4 months progress</p> <p>Whole school consistent approach will support pupils as they transition from one year group to another</p>	3,5
<p>Leaders of curriculum areas will ensure that they are well informed about best practice by attending training and networking opportunities. They will be provided with opportunities to cascade this knowledge</p>	<p>Click 4 teaching network meetings held termly for Literacy and Numeracy leads</p> <p>Network meetings within Dudley LA to support leaders and phase leaders</p>	3,6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Pupil progress meetings held half termly with HT and Phase leader and year group teachers released. Meeting to be held and then reflection time for action planning to be held on the same day to continue momentum of discussions</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>3,5,6</p>
<p>Speech and Language programme Welcomm and NELI</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>1,2,3</p>
<p>Targeted interventions led by well trained staff</p>	<p>EEF Toolkit: Feedback +8 months, Small group tuition +4 months, reading comprehension +6 months, phonics +4 months.</p> <p>EEF shows that 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>1,3,5,6</p>
<p>Lowest 20% of readers will be well supported so that they make rapid progress</p>	<p>EEF Toolkit: +5months</p> <p>Higher attainment in reading indicates better life chances</p> <p>Reading a wide variety of genres will support vocabulary acquisition</p>	<p>2, 3,5,6</p>
<p>Outdoor library to promote reading during free time</p>	<p>Reading will be showcased as an enjoyable experience</p> <p>Children will be able to enjoy a range of high quality texts that will inspire them to read different authors and different genres</p>	<p>3,5,6</p>

	Children will be provided with access to books that they may not have at home	
--	---	--

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £55,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a new and experienced Attendance Officer who will support with our key area of development	EEF toolkit: Engagement with parents +4 months	4,5
Induction of our newly appointed Pastoral Lead so that they are able to work effectively with families at Red Hall Primary School	EEF toolkit: Engagement with parents +4 months	2,4,5,6
Use of external providers to support emotional health and wellbeing	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.	4,5,6
DOTS programme to be delivered in Reception September 2021	EEF Toolkit: Social and emotional learning +4 months Children will be better placed to learn if they are emotionally resilient.	2, 5,6
Development of Nursery outdoor environment so that continuous provision can be provided	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>	2, 3

Development of Y1 outdoor environment so that transition can be provided from Reception to Y1	Children in Y1 have missed out on Early Years experience and did not complete the Early years curriculum. This means that they have significant gaps in their learning. To support this we are providing children with a play based and enquiry based approach curriculum for Y1. This will evolve adapting to the needs of the children.	2,3
---	--	-----

Total budgeted cost: £ 20,000 + £95,000+ £55,175

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

(see the reviewed Action plan for 2020_21)

Salford results and NFER tests were used when children returned to school March 2021. This was used to support plans for the curriculum offer, intervention plans and plugging the gap knowledge. Children were assessed again in Sept. 2021 as they entered their new classes.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

2019:PPG 29.7% with allocation of £126,430

In 2 years there has been an increase of PPG by +4.9%. This against the backdrop of lockdowns and families experiencing significant life events such as bereavement, job loss, being made homeless, separation of families.