

Red Hall Primary School: Using Pupil Premium Funding

For latest statutory documentation please see the following linked documents:

Pupil Premium Strategy 2017-18

Impact of Pupil Premium Spending 2016-17

If you have a child who may be eligible for Free School Meals, please follow the link below to apply:

<http://www.dudley.gov.uk/resident/your-council/council-tax-and-benefits/benefits/free-school-meals/>

Context

At Red Hall Primary we are committed to ensuring that each individual pupil receives the very best education allowing them to reach their full potential academically and socially. This is underpinned by our mission statement of “preparing our children of today, for the challenges of tomorrow,” and our school aims, which are:

- To provide a caring school in which children experience a feeling of worth and learn to respect others.
- For individual pupils to achieve their full potential and strive to make continuous progress throughout their stay at Red Hall.
- To care about all members of the community and appreciate cultural diversity
- To develop as a team of teachers who work efficiently providing the best quality teaching within a stimulating learning environment
- For the school to reflect its place as a valued part of the Gornal Community

Aim

The aim of our Pupil Premium strategy is to close the gap, and ***diminish the difference*** between the attainment and achievement of eligible pupils and that of ***all children nationally*** and that of those ***not eligible nationally***.

Principles

At Red Hall Primary School we have adopted the following principles to help us achieve our aim.

- We ensure that a high profile is given to Pupil Premium Pupils: all staff know who the Pupil Premium children under their care are, and are responsible for meeting their needs through providing high quality teaching and learning opportunities.
- We ensure that teaching and learning opportunities meet the needs of all pupils. We recognise that Pupil Premium children have diverse needs, including those who are academically high achieving, or have the potential to be, and as such we have high expectations for all pupils, regardless of their socioeconomic background.
- Our use of the Pupil Premium is underpinned by our commitment to Quality First Teaching, which is proven to have the greatest impact upon raising the attainment of disadvantaged children.
- We carefully consider and provide well-targeted support to improve attendance, behaviour and build links with families where these are barriers to a pupil's learning
- Pupil Progress Meetings, attended by key senior staff and all teachers, are used to identify those who are underachieving, and proven strategies are put in place to help them to progress. Strategies are actively monitored and reviewed for impact.
- We adopt an evidence based approach to evaluating the success of strategies chosen to reduce the difference in attainment and progress between Pupil Premium and other children, and actively research best practice both locally and nationally, refining our practice as a result.
- We are committed to encouraging participation in cultural and musical activities, and to ensuring that pupils from all background are given opportunities to develop their talents.
- We are committed to ensuring that, when possible, the impact of Pupil Premium spending extends beyond those who are directly in receipt of the funding, to the benefit of other individuals and groups, to ensure best value for money.

Accountability and Responsibility

At Red Hall we ensure that:

- All staff are accountable for the progress of Pupil Premium children through a rigorous monitoring cycle, Pupil Progress Meetings and the staff appraisal process, and have responsibility for ensuring that teaching meets the needs of each learner. This includes monitoring and giving feedback on the work of teaching assistants.
- Assessments are closely moderated to ensure that they are accurate.
- Monitoring of Teaching and Learning, e.g. scrutiny of pupils' work and lesson observation, places a focus on Pupil Premium children, so that they remain a high priority and that the progress of these pupils is closely scrutinised and accelerated
- Regular feedback about pupils' performance is given to children and parents including termly reports, Parents' Evenings Consultations and annual reports.
- A named senior leader has responsibility for overseeing the Pupil Premium strategy, and reports to school Governors, and other key stakeholders on a regular basis.
- Phase Leaders produce termly Raising Attainment Plans (RAPs), where they target actions within their phase to impact positively upon the progress and attainment of

Pupil Premium children. These documents are shared widely amongst staff with leadership responsibilities, School Governors and staff who work within a particular phase.

- A named Governor has responsibility for monitoring Pupil Premium outcomes
- Progress and attainment of all pupils is carefully tracked and analysed from a rich field of data in order to draw conclusions and develop action plans. This includes a whole school intervention map, incorporating SMART targets pertinent to intervention strategies.
- All pupils are set termly curriculum targets, which focus on identified areas of the English and Maths curriculum (including phonics at KS1). These targets are shared with parents, so that they can support their children's learning at home
- The school sets rigorous end of year targets for the progress of pupils in reading, writing and maths. These targets are set with the intention of accelerating pupil progress, so that more children reach age related expectations, and that children reach end of key stage expectations.

Nature of Support

Each child entitled to the Pupil Premium grant is unique in their situation and our response to their needs must reflect this. With this in mind, at Red Hall we aim to build the capacity and expertise to enable us to provide a programme of academic and pastoral support in order to allow each child to reach their full potential.

Our key objective in using the Pupil Premium grant is to narrow the attainment and achievement gap between those entitled to Pupil Premium and all pupils nationally.

Quality First Teaching and Non-Class Based Staff

As stated previously, all Pupil Premium strategies are underpinned by our strong commitment towards providing Quality First Teaching. Both our SENCO and Assistant Headteacher are non-class based which allows them to focus on raising standards across school. Identified non-class based staff lead booster groups in Key Stage 2, as well as additional small groups in other year groups, to ensure that pupils receive extra support and help with misconceptions. All children in Foundation Stage and Key Stage 1 receive daily systematic synthetic phonics in small groups. Teaching assistants provide tailored interventions for children across school, including speech and language support, and support children with identified misconceptions through regular gap tasks, which give pupils the chance to experience highly personalised learning content, and feedback.

For a detailed breakdown of Pupil Premium spending please see our Pupil Premium Strategy.

Tracking Provision and Measuring Impact

A fully costed provision map details the spending on each pupil, as far as is practicable, and SMART targets for interventions are set and regularly reviewed. Regular assessments are made and the progress of both Free School Meals, and Ever Free School Meals pupils, is measured as a distinct grouping, so that their progress can be tracked, and actions formulated. The school's robust monitoring cycle includes a specific focus on Pupil Premium pupils, and their progress is evaluated through book trawls, pupil voice and lesson observations, in addition to data collected.

Progress of Pupil Premium children, as well as their achievement is measured against non-disadvantaged children within the cohort, and in the case of statutory data, against national figures, so that gap closure can be monitored over time. In accordance with statutory documentation requirements, the school publishes a separate Pupil Premium Impact Statement, which contains in depth analysis of pupil outcomes.