



Red Hall Pupil premium strategy statement 2023_2025

This statement details our school's use of pupil premium 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	344
Number of pupils eligible for Deprivation Pupil Premium Grant	115
Proportion (%) of pupil premium eligible pupils	33.4
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023_25
Date this statement was published	January 2024
Date on which it will be reviewed	January 2024
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	£167,325
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	£167,325

Part A: Pupil premium strategy plan

Statement of intent

At Red Hall Primary School we want:

We believe in maximising the use of the pupil premium grant (PPG) funding by utilising a long-term strategy aligned to the School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed.

As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly

Our priorities are as follows:

- Closing the attainment gap between disadvantaged pupils and their peers
- Addressing non-academic barriers to attainment such as attendance
- Ensuring pupils with Speech and Language needs are identified at the earliest opportunity and interventions are put in place
- To ensure that children can read fluently

We will use as key indicators of school performance:

- Early Years Foundation Stage Profile data
- Year 1 Phonics Check and Year 2 re- screening check
- Key Stage 1 and 2 statutory assessments

We will compare the difference between Red Hall Pupil Premium children, and non-disadvantaged children to National data as well as look at how we are closing the gap.

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.

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. 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 try out new activities as they are encouraged or invited to take part</p>												
To raise the attendance of PP pupils so that the difference between PP and non-PP children in school is diminished.	<table border="1"> <thead> <tr> <th colspan="4">Attendance 2021_22</th> </tr> <tr> <th></th> <th>Red Hall ALL</th> <th>Red Hall PPG</th> <th>Red Hall NPPG</th> </tr> </thead> <tbody> <tr> <td>Sept - July</td> <td>91.58</td> <td>89.04</td> <td>92.77</td> </tr> </tbody> </table>	Attendance 2021_22					Red Hall ALL	Red Hall PPG	Red Hall NPPG	Sept - July	91.58	89.04	92.77
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<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: £ 19,150

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 Reception</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 +5 months progress</p> <p>Whole school consistent approach will support pupils as they transition from one year group to another</p> <p>EEF Toolkit: Parental engagement +4 months</p>	<p>1, 3,5</p>
<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>Network meetings within Dudley LA to support leaders and phase leaders</p>	<p>3</p>
<p>The needs of chn entering Red Hall are becoming more complex and require more specialist support therefore CPD is required:</p> <ul style="list-style-type: none"> • Autism • Communication and Language delay • Welcomm training • Makaton training 	<p>EEF Toolkit: Oral language interventions +6 months progress</p>	<p>1, 3</p>

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

Budgeted cost: £93,,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><i>Sir John Dunford +1.5 years progress for PP children with highly effective teaching</i></p> <p><i>EEF Collaboration - Average impact +5 months</i></p>	<p>3,5</p>
<p>Speech and Language programme Welcomm and Talk Boost</p>	<p><i>Early Years intervention Action Impact - +6 months</i></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><i>EEF Toolkit: Feedback +8 months, Small group tuition +4 months, reading comprehension +6 months, phonics +4 months.</i></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</p>
<p>Lowest 20% of readers will be well supported so that they make rapid progress</p>	<p><i>EEF Toolkit: +5months</i></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</p>
<p>Outdoor library to promote reading during free time</p>	<p>Reading will be showcased as an enjoyable experience</p>	<p>3,5</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>Children will be provided with access to books that they may not have at home</p>	
<p>Learning opportunities provided through a range of learning sheds in the playground, music lesson, range of lunch time clubs</p>	<p>EEF Toolkit: Collaborative learning approaches: + 5months progress</p>	2

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

Budgeted cost: £55,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Review of the attendance strategy to ensure that best practice is being followed and in line with local offer. Communicate to all stakeholders</p>	<p>EEF toolkit: Engagement with parents +4 months</p>	4,5
<p>Pastoral Lead to complete Mental Health Lead training so that they are able to work effectively with families at Red Hall Primary School</p>	<p>EEF toolkit: Engagement with parents +4 months</p>	2,4,5
<p>Use of external providers to support emotional health and wellbeing</p>	<p>EEF Toolkit: Social and emotional learning +4 months</p> <p>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.</p>	4,5

<p>Development of KS2 outdoor environment so that children can access learning outside of their classroom,</p>	<p>EEF: Outdoor and adventurous activities +4 months</p> <p>Engagement in additional activities results in pupils who are more engaged in school life, willing to take on more responsibility, have better resilience and perseverance and overall are more prepared for the next stages in their life.</p>	<p>1, 2, 3</p>
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Total budgeted cost: £19150 + £93,000+ £55,175

Pupil premium strategy outcomes

Early Years Good Level of Development				
	2018	2019	2022	2023
ALL	56% (71.5%)	64% (71.8%)	73.5% (65%)	69% (67%)
PPG	33%	63%	70%	64%
NPPG	70%	64%	72.5%	77%

Phonics data Year 1					Phonics data Year 2 Recheck				
	2018	2019	2022	2023		2018	2019	2022	2023
ALL	55% (83%)	84% (82)	67% (75%)	74%	ALL	75% (61.3%)	95% (91%)	85% (87%)	87%
PPG	36%	83 (71%)	75% (62%)	65%	PPG	100%	83%	88%	80%
NPPG	59%	81 (84%)	65% (80%)	80%	NPPG	60%	79%	79%	91%

KS1 data 2019				KS1 data 2022				KS1 data 2023			
	Maths	Reading	Writing		Maths	Reading	Writing		Maths	Reading	Writing
ALL	59 (76)	76 (75)	47 (69)	ALL	60 (68)	68 (67)	48 (58)	ALL	74%	68%	64%
PPG	36 (62)	64 (62)	27 (55)	PPG	43 (52)	57 (51)	29 (41)	PPG	75%	70%	70%
NPPG	65 (79)	79 (78)	52 (73)	NPPG	69 (73)	73 (62)	58 (63)	NPPG	75%	69%	63%

KS2 SATS data 2019					KS2 SATS data 2022					KS2 SATS data 2023				
	Combine d	Maths	Reading	Writing		Combine d	Maths	Reading	Writing		Combine d	Maths	Reading	Writin g
ALL	64% (65)	87% (79)	72% (73)	77% (78)	ALL	49% (59)	72 (71)	69 (69)	64 (69)	ALL	45%	63%	63%	58%
PPG	47% (71)	80% (84)	60% (78)	67% (83)	PPG	48% (56)	62 (56)	56 (62)	56 (55)	PPG	16%	50%	59%	45%
NPPG	80%	92	76	84	NPPG	72% (78)	81 (78)	81 (80)	71 (75)	NPPG	59%	71%	65%	65%

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
Music	Dudley Performing Arts
Phonic programme	Monster Phonics
White Rose Hub materials and resources	White Rose Hub
TT RockStars	Rising Stars
Salford Reading	Rising Stars
NFER tests	NFER
019: PPG 29.7% with allocation of £126,430	