

Pupil premium strategy statement: Russell Hall Primary School



1. Summary information					
School	Russell Hall Primary School				
Academic Year	2018-19	Total PP budget (incl EYFS/LAC/Ever 6/FSM)	£85, 393	Date of most recent PP Review	OCT 2018
Total number of pupils	245 (inc nurs) 214 (exc nurs)	Number of pupils eligible for PP	53 + 1 EY pupil premium		

2. Current attainment (July 2018)		
EYFS	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
Proportion of pupils achieving a good level of development (GLD)	3 pupils – 60% GLD	18 pupils – 69% GLD
Proportion of pupils achieving at least the expected standard in Reading	3 pupils – 60%	20 pupils – 77%
Proportion of pupils achieving at least the expected standard in Writing	3 pupils – 60%	20 pupils – 77%
Proportion of pupils achieving at least the expected standard in Number	3 pupils – 60%	22 pupils – 85%
Year 1 phonics		
Proportion of pupils achieving the expected standard in Phonics	3 pupils (50%)	14 pupils (61%)
KS1		
Proportion of pupils achieving at least the expected standard in Reading Greater Depth	4 pupils-80% 0 pupils – 0%	22 pupils-81% 7 pupils –26%
Proportion of pupils expected progress in Reading	100%	91.7%
Proportion of pupils achieving at least the expected standard in Writing Greater Depth	3 pupils-60% 0 pupils – 0%	19 pupils-70% 4 pupils – 15%
Proportion of pupils expected progress in Writing	100%	91.7%
Proportion of pupils achieving at least the expected standard in Maths Greater Depth	4 pupils-80% 0 pupils – 0%	22 pupils-81% 8 pupils – 30%
Proportion of pupils expected progress in Maths	83.3%	87.5%
KS2		
Proportion of pupils achieving at least the expected standard in Reading Greater Depth	25 pupils- 83% 33% GD	9 pupils 75% 17% GD
Proportion of pupils achieving at least the expected standard in Writing Greater Depth	22 pupils- 73% 20% GD	7 pupils- 58% 17% GD

Proportion of pupils achieving at least the expected standard in Maths Greater Depth	20 pupils - 67% 20% GD	8 pupils- 67% 8% GD
Proportion of pupils achieving at least expected standard in Reading, Writing and Maths Greater Depth	18 pupils- 60% 10% GD	6 pupils- 50% 0% GD

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (I) (issues to be addressed in school) External barriers (E) (issues which also require action outside school)

A.	Parental involvement – for some PP children, engagement with school can be difficult (for a variety of reasons). This has impact on pupils e.g. homework, aspirations etc. (E & I)
B.	Attendance and punctuality, impacting on attainment (E & I)
C.	Speech and language skills – particularly Early language, receptive language and understanding - impacting on pupil attainment in the Early Years and difficulty in KS1 and KS2 with vocabulary (E & I)
D.	Range of behavioural, social, emotional and mental health needs – poor regulation skills meaning that engagement in the curriculum can be problematic (E & I)
E.	Limited range of experiences – Impacting on understanding of different cultures and impacting on range of experiences pupils can draw on in the classroom. (E & I)
F.	Family issues within the home, impacting on safeguarding and social, emotional development. (E & I)
G.	Special Educational Needs (SEN)- disproportionate number of disadvantaged pupils also have SEN. (E & I)
H.	Boys attainment- especially in writing – 63% of disadvantaged pupils are boys

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>
A.	Improved parental partnership, evidenced through: Increased completion of homework, reading at home, attendance at workshops, attendance at parent consultation evenings, IEP reviews and other events.
B.	Increased attendance and reduced 'lates' for PP pupils to diminish the slight difference between PP and Non PP attendance and to reduce persistent absenteeism (7.5%) in line with National Non PP (5.4%)
C.	All EYFS pupils have speech and language screening and receive appropriate support, including referral to Speech and Language Therapy where appropriate. Provision from School commissioned Speech therapist to develop vocabulary for pupils in KS1 and KS2
D.	Pupils with Behaviour for learning difficulties are closely monitored and receive appropriate support. Tracking evidences reduction in incidents.
E.	Provision of a curriculum that enriches and provides enriching experiences. This will result diminishing the difference in attainment in (Expected and Greater Depth) between the PP and non PP pupils.
F.	Families are well supported by school pastoral teams and where appropriate signposted to external agencies for additional support. This will impact positively on attendance and engagement in lessons.
G.	Same day intervention offered for all PP pupils – Gaps close between PP and Non PP. Where gaps persist pupils have further assessment to identify learning difficulties.
H.	Gaps in boys and girls attainment will close, particularly in writing will close.

5. Planned actions, planned spending and desired outcomes				
	Planned actions to support desired outcomes	Success criteria	Staff Lead	Evaluation
A	<p>Family and Pupil Liaison Officer (FAPLO) to support families through:</p> <ul style="list-style-type: none"> Targeted invitations for parental workshops held throughout the year Supporting families with attendance at Pupil consultation evenings Provision of courses/events for parents to improve and increase own understanding and skills Drop in clinics for parents to discuss concerns Liaison with external agencies e.g. Early Help <p>Additional support of parental involvement through:</p> <ul style="list-style-type: none"> Varied methods of keeping in touch with parents e.g. Class Dojo Flexibility when meeting parents for consultations Curriculum workshops for parents to work alongside their children 	<ul style="list-style-type: none"> Workshops will be attended by the majority of targeted parents Increased attendance at consolation evenings for targeted parents Termly events take place which are attended by 50% of parents of disadvantaged pupils 'Hard to reach' families are engaging with FAPLO on a regular basis Records show positive engagement with external agencies leading to improved outcomes for disadvantaged pupils Evidence of communication through 'different media' e.g. Class Dojo 	CH Class teacher s	
			Budgeted Cost £12,685	
B	<p>Support of improved attendance and punctuality through:</p> <ul style="list-style-type: none"> Same Day calling for pupils not in school Home visits – according to attendance policy FAPLO – weekly monitoring of attendance data Attendance challenge for pupils below 85% Attendance challenge weeks Nudge letters for pupils near 90% Below 90% letters Walking Bus and Early Bird Club for identified pupils Liaison with Education Social Worker for those with attendance below 85% that is not improving 	<ul style="list-style-type: none"> Gap between PP and Non PP reduces even further Number of pupils arriving late to school is reduced Number of pupils with persistent absenteeism is reduced (already below the National Average for PP) Pupils attending Early Bird Club and Walking Bus have improved punctuality and improved attendance 	CH KMc AG ZH	
			Budgeted Cost £7500	
C	<p>Improved Speech and Language Outcomes through:</p> <ul style="list-style-type: none"> Wellcomm screening for all pupils in EYFS Targeted support and intervention for pupils in the EYFS behind their Age Related Expectations Referral to Speech and Language Therapy for pupils significantly behind Age Related Expectations School commissioned Speech and language Therapist to have a caseload of 6 pupils School commissioned Speech and language Therapist to support staff in delivering intervention to pupils on her 	<ul style="list-style-type: none"> Outcomes for the ELG strands of 'Listening and Talking', 'Understanding' and 'Speaking' will show good progress from initial starting points Pupils with Speech and Language difficulties are identified early Pupil outcomes improve Pupil's breadth and use of vocabulary improves. Positive impact in pupils writing 	HH EYFS Staff HJ	

	<ul style="list-style-type: none"> caseload and for those in clinic Introduction of vocabulary development program across KS1 and KS2 to improve vocabulary (Word Aware) 			
Budgeted Cost £6224				
D	Improved outcomes for pupils with behavioural, social and emotional and mental health needs <ul style="list-style-type: none"> Review of behaviour policy to refine the school's positive ethos towards supporting pupils with behavioural, social and emotional and mental health needs Staff CPD for managing behaviour Support from external agencies e.g. Educational Psychology, CAMHS etc. for pupils with significant difficulties Referral for increased support e.g. EHCP plan for pupils with complex and long term difficulties Additional support for pupils where appropriate e.g. Lunchtime Haven, 1:1 support Support and intervention from FAPLO Access to ESCAYP counselling services 	<ul style="list-style-type: none"> Emotional needs of pupils are quickly identified and supported Significantly fewer incidents – evidenced by CPOMS Monitoring and evaluation notes show positive engagement in learning for PP children 	All staff CH	
Budgeted Cost £ 6030				
E	Improved access to experiential learning <ul style="list-style-type: none"> Subsidised trips for all classes and residentials (Y4 and Y6) Access to after school clubs Experience days within school 	<ul style="list-style-type: none"> 100% of PP pupils wanting to participate are able to access trips and residential At least 50% of PP pupils are able to access after school clubs Work book scrutiny evidences positive impact of experience days/trips Positive impact on vocabulary 	Office All staff HS	
Budgeted Cost £1500				
F	Improved outcomes for pupils with family issues within the home <ul style="list-style-type: none"> Provide Walking Bus and Early Bird Club so that children are able to have a healthy breakfast at the start of the day Provide school uniform vouchers so that pupils are appropriately dressed for school and have a sense of belonging Pupil and Family Liaison officer to support families and where appropriate signpost to the relevant agencies 	<ul style="list-style-type: none"> Improved concentration for pupils attending EBC Pupils are adequately dressed and feel part of the school community Families are supported with issues and are able to access relevant support agencies 	CH ZH Office staff	
Budgeted Costs – Included in FPLO salary + £400 uniform vouchers				
G	Improved outcomes for pupils with SEN and PP <ul style="list-style-type: none"> Additional Teaching Assistant support in classes for at least ½ day in KS2 and for a full day in KS1 and the EYFS (50% PPG contribution) Use of Teaching Assistants to deliver Same Day Intervention in KS1 and KS2 Additional Maths Booster classes delivered for pupils in Y6 	<ul style="list-style-type: none"> PP with SEND make good progress across a year and the Key Stage. Impact of SDI continues to narrow the gap in Reading, Writing and Maths for PP with SEN IEP reviews show that pupils are making good progress towards individual targets Reading ages for pupils increase 	HH Reading Man Maths Man	

	<ul style="list-style-type: none"> • GPS boosters • Termly IEP reviews for pupils with SEN and review of external provision • Additional 1:1 reading sessions in class • Deputy Headteacher to work with pupils in Y2 and Y6 delivering reading boosters • Dyslexia screening for pupils in Y3 not achieving the phonics screening standard and for other pupils where progress is a concern – appropriate intervention in place • Dyscalculia screening in maths – appropriate intervention in place 	<ul style="list-style-type: none"> • Pupils identified with dyslexic tendencies make good progress in reading and writing • Pupils identified with dyscalculia tendencies make good progress in maths. 		
Budgeted Cost £45,000				
H	Gaps in attainment between boys and girls close – especially in writing <ul style="list-style-type: none"> • Staff CPD in closing the attainment gap in boys and girls writing • Additional workbook scrutiny of boys writing with targets and strategies • Same Day intervention to support spelling, punctuation and Grammar • Fine motor and Gross programs delivered in EYFS 	<ul style="list-style-type: none"> • Gaps in attainment between boys and girls close in Reading, writing and maths at EYFS, KS1 and KS2 • Workbook scrutiny evidences that writing topics are chosen to meet boys interests • Improvement in spelling ages 	NC AG All staff	
Budgeted Cost £6,000				
Total cost £85,439				