

Russell Hall Primary School



Pupil Premium
Review of expenditure
2016/17

Expenditure 2016/17

Barrier	Action	Staff /Cost	Impact
<p>Social, Emotional and Mental health difficulties</p>	<p>Pupil and Family Liaison Officer Targeted support to promote achievement in pupils whose emotional, behavioural and social needs provide barriers to their attainment</p> <p>Including:</p> <ul style="list-style-type: none"> - 1-1 mentoring with pupils - Small group sessions <p>Work with parents, external agencies and secondary schools</p>	<p>Pupil and Family Liaison officer £10599</p>	<p>New PFLO officer has been appointed and commenced role Jan 17 FLPO has taken the lead on 2 CAF's PFLO and Inclusion Manager meet weekly to discuss pupils and plan appropriate intervention.</p> <p>Quotes from Ofsted 2015 "The school's family and parents' learning officer and Deputy Headteacher work closely with local family support agencies to ensure that support is timely and helpful."</p> <p>Attainment and progress – See and of report for progress data for KS1 and KS2</p>
	<p>Counselling ESCAYP counsellors to provide support for identified pupils on a 1:1 basis</p>	<p>Counselling – X3 pupils £1140</p>	<p>3 pupils have received counselling from ESCAYP. All 3 pupils completed a 10 week program and have continued with support from other school based agencies.</p> <p>1 pupil left school before the end of the academic year.</p>

	<p>Lunchtime Haven Lunchtime Haven for pupils experiencing difficulty in playtimes.</p>	<p>£848</p>	<p>Member of staff appointed to run Lunchtime Haven Pupils experiencing difficulty have been identified to attend Haven Decrease in lunchtime incidents for identified pupils. Reduction in lunchtime incidents for pupils who have attended Haven. Pupils have taken on a self-referral system to Lunchtime Haven and places are allocated to accommodate this Pupils have access to different types of play activities during the longer lunchtime session. Some children also use the Haven as a base to come and calm down when they are having difficulty in the playground.</p>															
<p>Attendance</p>	<p>Targeted Family work to support families in overcoming barriers to attendance Attendance intervention for children below 90% attendance 'Nudge' letters for children below 95% Liaise with outside agencies to signpost families to appropriate services Referral to ESW for pupils falling below 85% Walking bus and Early Bird Club for pupils with low attendance and punctuality</p>	<p>Pupil and Family Liaison officer - CH Dedicated member of office staff to make contact on first day of absence £1774 Walking Bus and EBC staff - £6348</p>	<table border="1" data-bbox="1279 592 2175 799"> <thead> <tr> <th></th> <th>2015-16</th> <th>Autumn term 2016</th> <th>Spring term 2017</th> <th>Summer term 2017</th> </tr> </thead> <tbody> <tr> <td>Non Disadvantaged</td> <td>95.94%</td> <td>96.7%</td> <td>96.2%</td> <td>95.73%</td> </tr> <tr> <td>Disadvantaged</td> <td>94.3%</td> <td>95.5%</td> <td>95.2%</td> <td>95.25%</td> </tr> </tbody> </table> <p>PFLO reviews attendance on a weekly basis. Nudge letters sent to pupils with attendance hitting thresholds. This has resulted in the increased attendance % of disadvantaged and is in line with non-disadvantaged pupils. There has been a 92% increase in attendance for those pupils with attendance below 90% There has been a 100% increase in attendance for those pupils with 85% and below attendance 3 pupils have been set an attendance challenge – 100% of these successfully completed the attendance challenge 19 pupils have attended the Early Bird club throughout the year. 9 pupils have been collected by the Walking Bus.</p>		2015-16	Autumn term 2016	Spring term 2017	Summer term 2017	Non Disadvantaged	95.94%	96.7%	96.2%	95.73%	Disadvantaged	94.3%	95.5%	95.2%	95.25%
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<p>Teaching and Learning</p>	<p>Y2 and Y6 Booster groups Y2 - afterschool boosters run by TA reading and maths focus Y6- lunchtime booster club run by TA - reading, SPAG and Maths focus</p>	<p>Y2 and Y6 TA £2610</p>	<p>Impact on teaching and learning</p> <p>Year 2 (9 pupils involved) Working at expected levels</p> <table border="1" data-bbox="1279 448 2056 671"> <thead> <tr> <th></th> <th colspan="2">Autumn</th> <th colspan="2">Summer</th> </tr> <tr> <th></th> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>44.4%</td> <td>63.7%</td> <td>67%</td> <td>81%</td> </tr> <tr> <td>Writing</td> <td>22.2%</td> <td>59.1%</td> <td>44%</td> <td>63%</td> </tr> <tr> <td>Maths</td> <td>33.3%</td> <td>59.1%</td> <td>67%</td> <td>77%</td> </tr> </tbody> </table> <p>The impact of the Booster groups can be seen in the progress of the PP children in Maths, Writing and Reading from Autumn to Summer . Spelling remains an area of development.</p> <p>Year 6 (14 pupils involved) Working at expected levels</p> <table border="1" data-bbox="1279 887 2175 1147"> <thead> <tr> <th></th> <th colspan="2">Autumn</th> <th colspan="2">Summer</th> <th colspan="2">Progress</th> </tr> <tr> <th></th> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>41.6%</td> <td>77.8</td> <td>73%</td> <td>88%</td> <td>2.37</td> <td>4.12</td> </tr> <tr> <td>Writing</td> <td>33.4%</td> <td>61.1%</td> <td>62%</td> <td>82%</td> <td>-0.17</td> <td>0.2</td> </tr> <tr> <td>Maths</td> <td>41.7%</td> <td>50%</td> <td>55%</td> <td>82%</td> <td>-0.8</td> <td>-0.16</td> </tr> </tbody> </table> <p>Working at Greater Depth</p> <table border="1" data-bbox="1279 1219 1774 1367"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>9%</td> <td>47%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>24%</td> </tr> <tr> <td>Maths</td> <td>9%</td> <td>29%</td> </tr> </tbody> </table>		Autumn		Summer			PP	Non PP	PP	Non PP	Reading	44.4%	63.7%	67%	81%	Writing	22.2%	59.1%	44%	63%	Maths	33.3%	59.1%	67%	77%		Autumn		Summer		Progress			PP	Non PP	PP	Non PP	PP	Non PP	Reading	41.6%	77.8	73%	88%	2.37	4.12	Writing	33.4%	61.1%	62%	82%	-0.17	0.2	Maths	41.7%	50%	55%	82%	-0.8	-0.16		PP	Non PP	Reading	9%	47%	Writing	18%	24%	Maths	9%	29%
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			<p>The gap between the PP and Non PP children has narrowed across the year. However gaps still remain in attainment and progress across all subjects. The impact of same day intervention has been shown to narrow the gap and will be rolled out across all year groups in the next academic year.</p> <p>Quotes from Ofsted 2015 <i>“Reading is at the heart of the improvements. It is enjoyed by pupils and celebrated across the school”</i></p> <p><i>“Disadvantaged pupils are supported well. The headteacher and deputy headteacher go to great lengths to ensure that the needs of these pupils are met and that they are able to make the most of learning experiences on offer such as residential visits. Pupil premium funding has been used effectively to provide additional teaching and care for disadvantaged pupils and as a result these pupils are starting to catch up with other pupils.”</i></p>									
	<p>Y1 Phonics Booster</p>	<p>Y1 teacher - afterschool booster class</p>	<p>Year 1 Phonics Screening (5 pupils)</p> <table border="1" data-bbox="1279 951 2114 1099"> <thead> <tr> <th></th> <th>End of EYFS - ELG</th> <th>End of Y1 – phonics</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>60%</td> <td>80%</td> </tr> <tr> <td>Non PP</td> <td>76%</td> <td>81%</td> </tr> </tbody> </table> <p>Targeted intervention for Y1 pupils has resulted in the gap closing between the disadvantaged and Non-Disadvantaged pupils.</p>		End of EYFS - ELG	End of Y1 – phonics	PP	60%	80%	Non PP	76%	81%
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	<p>Reading Manager - Analysis of reading data to identify and co-ordinate support for under-attaining pupils - Co-ordination of reading buddies and reading volunteers towards disadvantaged pupils and</p>	<p>Reading Manager £9451</p>	<p>The work undertaken by the reading manager, provides weekly details to staff regarding reading attainment and progress. Reading manager co-ordinates interventions for pupils falling below expected standards Reading manager conducts dyslexia screening and works with Inclusion</p>									

	<p>pupils not reading at home</p> <ul style="list-style-type: none"> - 1:1 and small group intervention - Dyslexia screening 		<p>Manager to analyse assessments. Volunteers are directed to support disadvantaged pupils and pupils who are unable to read regularly to an adult.</p> <p>(See whole school attainment data)</p>
	<p>Maths Manager</p> <ul style="list-style-type: none"> -To support delivery of Rockstar Maths - To analyse data from Rockstar Maths and to provide appropriate intervention - Support lower attaining pupils by offering appropriate intervention 	<p>£8980</p>	<p>Maths manager analyses weekly Rockstar Maths data. Intervention for pupils not achieving timetables. Detailed overviews provided for staff Additional maths intervention for KS1 and KS2</p> <p>(See whole school attainment data)</p>
	<p>Educational Psychologist</p> <p>support assess learning needs of individual children</p>	<p>£1500</p>	<p>Involvement with 4 pupils. 3 of these pupils have been assessed for EHCP from Local Authority. 1 plan in place from May 17 1 plan awaiting assessment 1 awaiting EHCP submission</p> <p>Attendance at CAF meetings for 1 pupil – parents now more aware of needs of pupil and the need to assess for EHCP.</p>
	<p>EYFS Packs</p> <ul style="list-style-type: none"> - Packs offered to EYFS pupils signing up for EYFS PPG - Packs to support development of literacy (phonics flashcards) and Numeracy (Numicon tiles) 	<p>Cost of packs - £289</p>	<p>Increase of pupils now registered for EYPP funding (7 additional pupils) Parents aware of the criteria for applying for funding</p>
	<p>Classroom assistants</p> <ul style="list-style-type: none"> - All classes supported by Teaching Assistants for at least half a day. - Same day intervention project Y2 and Y6 - Additional phonics boosters (Y1) 	<p>£55983</p>	<p>Attainment See whole school data</p> <p>Progress</p> <p>Reading 88% of Disadvantaged pupils have made good or better progress in reading</p>

			<p>Writing 80% of Disadvantaged pupils have made good or better progress in writing</p> <p>Maths 77% of Disadvantaged pupils have made good or better progress in maths</p>
	<p>Deputy Headteacher</p> <ul style="list-style-type: none"> - Disadvantaged whole school priority - CPD and training - Booster classes - Attendance at PPU - Implementation of same day intervention with Y2 and Y6 - Implementation of the Maths continuum - Work with PFLO to identify pupils in need of additional support 	£4702	<p>Increase in TA time dedicated to supporting disadvantaged pupils</p> <p>Maths continuum - Workbook monitoring has evidenced better use of assessment to identify and address gaps in pupils understanding and next steps</p> <p>Same day intervention See whole school attainment</p>
	<p>Headteacher</p> <p>Maths boosters for y6 pupils</p>	£1170	<p>See Maths attainment Both pupils coached by the Headteacher achieved the expected standard in Maths, with 1 pupil achieving Greater Depth.</p>
	<p>UPS 3 teacher</p> <p>small group tuition - reading, spelling, maths</p>	£11066	<p>See whole school attainment</p>
Speech and Language	<p>School commissioned SALT</p> <ul style="list-style-type: none"> - Half day of support per fortnight - Early assessment, intervention and support plans for pupils with SLCN needs. - 2 staff CPD sessions – Introduction of Wellcomm used in EYFS to assess pupil understanding 	£2600	<p>Increase in pupils seen by SALT and triage between referral to clinic or to be seen in school meaning a reduction in discharge without attending clinic.</p> <p>Staff meetings have led to increased awareness of Speech and language difficulties and staff are proactive in identifying difficulties.</p> <p>Welcom project</p>

			Nursery – 63%-77.5% of of pupils understanding language at age appropriate levels. Reception – 34.4% - 67% of pupils understanding language at age appropriate levels.
Deprivation	Uniform vouchers provided for pupils in receipt of PPG	£500	All pupils wear appropriate uniform
	Subsidised school trips for pupils in receipt of PPG	£2500	All disadvantaged pupils are able to participate in school activities, ensuring breadth of experience in line with that of their peers.
		£117 704	

Performance of Disadvantaged pupils at the end of EYFS

2 out of 4 disadvantaged pupils achieved GLD. 1 of these pupils came to school halfway through the spring ter. These pupils have been identified for additional support in Y1.
This is below the 2016 National Average of 69.3% of children achieving GLD

Performance of Disadvantaged pupils at the end of KS1

Phonics

The proportion of Pupil Premium students at Russell Hall Primary School achieving the expected level in Y1 is 80% in line with the National Average (2016) of 81%
The percentage of pupils achieving the expected standard in Y2 Phonics is 90%

Reading

The proportion of Pupil Premium students at Russell Hall Primary School achieving the expected level at the end of KS1 is 80% in line with the National Average (2016) of 81%
The proportion of Pupil Premium students at Russell Hall Primary School working at greater depth at the end of KS1 is 0% below the National Average (2016) of 24%

Writing

The proportion of Pupil Premium students at Russell Hall Primary School achieving the expected level at the end of KS1 is 44% below the National Average (201) of 65%
The proportion of Pupil Premium students at Russell Hall Primary School working at greater depth at the end of KS1 is 0% below the National Average (2016) of 13%

Maths

The proportion of Pupil Premium students at Russell Hall Primary School achieving the expected level at the end of KS1 is 67% below the National Average (2016) of 73%
The proportion of Pupil Premium students at Russell Hall Primary School working at greater depth at the end of KS1 is 11% below the National Average (2016) of 18%

Performance of Disadvantaged pupils at the end of KS2

Reading

The proportion of Pupil Premium students at Russell Hall Primary School achieving the expected level at the end of KS2 is 73% in line with the National Average (2017) of 71%

The proportion of Pupil Premium students at Russell Hall Primary School working at greater depth at the end of KS2 is 9% below the National Average (2016) of 19%

Writing

The proportion of Pupil Premium students at Russell Hall Primary School achieving the expected level at the end of KS2 is 55% which is below the National Average (201) of 76%
The proportion of Pupil Premium students at Russell Hall Primary School working at greater depth at the end of KS2 is 18% in line with the National Average (2016) of 15%

Maths

The proportion of Pupil Premium students at Russell Hall Primary School achieving the expected level at the end of KS2 is 64% below the National Average (2017) of 76%

The proportion of Pupil Premium students at Russell Hall Primary School working at greater depth at the end of KS2 is 9% in line with the National Average (2016) of 17%