

Pupil premium strategy statement: Russell Hall Primary School



1. Summary information					
School	Russell Hall Primary School				
Academic Year	2017-18	Total PP budget (incl EYFS/LAC/Ever 6/FSM)	£88, 531	Date of most recent PP Review	July 2017
Total number of pupils	251 (inc nurs) 214 (exc nurs)	Number of pupils eligible for PP	56 + 3 EY pupil premium	Date for next internal review of this strategy	December 2017

2. Current attainment (July 2017)		
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)	4 pupils – 50% GLD	27 pupils – 67%
Proportion of pupils achieving at least the expected standard in Reading	4 pupils – 50%	27 pupils – 70%
Proportion of pupils achieving at least the expected standard in Writing	4 pupils – 50%	27 pupils – 67%
Proportion of pupils achieving at least the expected standard in Number	4 pupils – 50% GLD	27 pupils – 74%
Year 1 phonics		
Proportion of pupils achieving the expected standard in Phonics	5 pupils (80%)	26 pupils 81%
KS1		
Proportion of pupils achieving at least the expected standard in Reading Greater Depth	9 pupils- 67% 0% GD	22 pupils - 67% 19% GD
Proportion of pupils expected progress in Reading	9 pupils- 88.9%	22 pupils 95.5%
Proportion of pupils achieving at least the expected standard in Writing Greater Depth	9 pupils- 44% 0% GD	22 pupils – 63% 13% GD
Proportion of pupils expected progress in Writing	9 pupils- 88.9%	22 pupils 81.8%
Proportion of pupils achieving at least the expected standard in Maths Greater Depth	9 pupils- 67% 11% GD	22 pupils- 77% 31% GD
Proportion of pupils expected progress in Maths	9 pupils- 77.8%	22 pupils 81.8%
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 (E & I)
D.	Behaviour for Learning – lack of regulations skills meaning that engagement in the curriculum can be problematic (E & I)
E.	Limited life experience – Impacting on understanding of different cultures and impacting on range of experiences that pupils can draw on in the classroom. (E & I)
F.	Mental health issues, including emotional well-being and self-esteem impacting on learning readiness (E & I)
G.	Family issues within the home, impacting on safeguarding and social, emotional development. (E & I)
H.	Special Educational Needs (SEN)- disproportionate number of disadvantaged pupils also have SEN. (E & I)
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
A.	Parents engage with school staff and stronger learning partnerships between home and school are developed, workshops are held according in line with parental feedback. Parents are able to support with homework, attendance at consultation evenings is improved.
B.	Decline in persistent absenteeism. Appropriate support is accessed for pupils with issues regarding attendance and punctuality.
C.	All pupils in EYFS have speech and language screening and receive appropriate support, including referral to Speech and Language Therapy where appropriate.
D.	Pupils with Behaviour for learning difficulties are closely monitored and receive appropriate support. Tracking evidences reduction in incident.
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.	Pupils with Mental Health issues are identified and given appropriate support. Pupils access to learning is improved
G.	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.
H.	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.

<p>C – Improved speech and language acquisition. Resulting in improved EYFS outcomes in the areas of 'communication and language'.</p>	<ul style="list-style-type: none"> • Welcomm Program. All EYFS pupils have initial screening and are placed in appropriate support groups. £174.00 • Speech and Language parental workshops for EYFS and KS1 &KS2 • Pupils with significant difficulties receiving support from school based Speech and Language therapist. Cost of Hannah Bond £2750 	<p>Pupils entering EYFS with lower starting points 2016/17</p> <p>Nursery- Speaking: 71% Listening and Attention: 68% Understanding: 68%</p> <p>In addition to differing intakes, this also demonstrates the impact of the implantation of Welcom screening and intervention in the Nursery.</p> <p>Reception Speaking: 48% Listening and Attention: 61% Understanding: 64%</p> <p>KS1 and KS2 -Developing speaking and listening skills - Recommended in EEF Literacy Guidance for developing literacy skills</p> <p>Toolkit Impact Oral language interventions - +5 months Phonics interventions + 4months Reading comprehension strategies +5 months</p>	<p>EYFS, KS1 and KS2 data Pupil tracking PPU meetings Monitoring and evaluation weeks</p>	<p>HH</p>	<p>December 2017 April 2018 July 2018</p>
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<p>D) Improvement in behaviour for learning. Evidenced through</p> <ul style="list-style-type: none"> - book scrutiny - Drop In - Monitoring and Evaluation - PPU meetings - Collation of behaviour records <p>F) Pupils with Social, Emotional and Mental Health needs are given appropriate support resulting in increased participation and good progress towards expected targets.</p> <p>G) Good support for families ensures that pupils engage well in learning</p>	<p>Review of Behaviour policy</p> <p>Support from Pupil and Family Liaison officer £10,951</p> <p>Behaviour interventions e.g. Ginger Bear</p> <p>Support from Specialist teacher from Behaviour support teams</p> <p>Increased support at playtime</p> <p>Lunchtime Haven £848</p> <p>Additional time purchased from Educational Psychology team £1500</p> <p>Support from ESCAYP counselling services £1000</p> <p>Y6 Nurture Group £15,000 (50% PPG contribution)</p> <p>Walking Bus and Early Bird Club £5808</p> <p>Uniform vouchers £400</p>	<p>A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning. Many schools take the view that good behaviour is a pre-requisite for learning, and that disruptive behaviour also distracts other pupils and negatively impacts on their learning.- EEF</p> <p>Behaviour records evidence that the % of Pupils with behaviour from learning difficulties who are in receipt of the PPG is higher than that not in receipt of the PPG budget.</p> <p>Evidence shows a large % of the Y6 class with Social, Emotional and Mental Health difficulties.</p>	<p>Behaviour records</p> <p>Book scrutiny</p> <p>Drop In visits</p> <p>Pupil tracking</p> <p>PPU discussions</p> <p>Pupil and Family Liaison Officer notes</p> <p>Boxhall profiles</p>	<p>HH and AG</p>	<p>December 2017</p> <p>April 2018</p> <p>July 2018</p>
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<p>E) All pupils have access to inspirational events throughout the academic year. This will impact positively on Writing and the % of pupils achieving expected levels and reduce the difference with the Non PP pupils.</p>	<p>Weekly music provision for all KS2 pupils £1864</p> <p>Experience days within the 'Write stuff' delivery</p> <p>Additional funding for residential, school visits and visitors. £1316</p> <p>Sports coach to provide extra-curricular provision £1725</p> <p>Participation in local sports festivals.</p>	<p>EEF research Arts Participation +2 months Sports Participation +2 months</p>	<p>Pupil tracking School data – evidencing diminished difference PPU meetings</p>	<p>HH</p>	<p>December 2017 April 2018 July 2018</p>
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ii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>B- To improve attendance and punctuality for PP pupils and diminish the difference between PP and Non PP pupils. PP attendance to be in line with the National for Non PP pupils.</p>	<ul style="list-style-type: none"> Weekly attendance data to be provided to the Pupil and Family Liaison Officer (PFLO) PFLO to monitor attendance and to send 'nudge' letters as appropriate External agencies (ESW) to be used to address persistent absentees Use of 'Early Bird Club' to support families with improving attendance and punctuality. 	<p>DfE report: link between attendance and attainment at KS2 and KS4 highlights link between higher absenteeism and lower attainment</p>	<ul style="list-style-type: none"> Weekly attendance figures PPU updates Headteacher report to the Governing Body. 	<p>CH/ HH/ZH</p>	<p>December 2017 April 2018 July 2018</p>
<p>E) All pupils have access to inspirational events throughout the academic year. This will impact positively on Writing and</p>	<p>Delivery of the Write Stuff writing curriculum – provision of enrichment and experience days within planned units</p>	<p>EEF Toolkit Predicted Impact: Outdoor Adventure Learning +4 months Learning Styles +2 months Arts Participation +2 months</p>	<ul style="list-style-type: none"> Monitoring of enrichment delivered through 'Write Stuff' Monitoring of enrichment experiences provided for 	<p>NC/HH</p>	<p>December 2017 April 2018 July 2018</p>

the % of pupils achieving expected levels and reduce the difference with the Non PP pupils.	All year groups to plan at least 1 out of school enrichment activity – subsidy offered to PPG pupils.		each year group.		
Total budgeted cost					£97, 401