

Pupil premium Review: Russell Hall Primary School



School			
Academic Year	2017-18	Total PP budget (incl EYFS/LAC/Ever 6/FSM)	£88, 531
Total number of pupils	251 (inc nurs) 214 (exc nurs)	Number of pupils eligible for PP	56 + 3 EY pupil premium

1. Current attainment (July 2017)	July 2017	July 2018	July 2017	July 2018
EYFS (30 pupils – 6 disadvantaged 2016/17) (31 pupils – 5 disadvantaged 2017/18)	<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 – 67% GLD	3 pupils – 60% GLD	16 pupils – 67%	3 pupils – 69% GLD
Proportion of pupils achieving at least the expected standard in Reading	4 pupils – 67%	3 pupils – 60%	17 pupils – 77%	20 pupils – 77%
Proportion of pupils achieving at least the expected standard in Writing	4 pupils – 67%	3 pupils – 60%	16 pupils – 67%	20 pupils – 77%
Proportion of pupils achieving at least the expected standard in Number	4 pupils – 67%	3 pupils – 60%	17 pupils – 77%	22 pupils – 85%
Year 1 phonics (31 pupils – 5 disadvantaged 2016/17) (32 pupils – 6 disadvantaged 2017/18)				
Proportion of pupils achieving the expected standard in Phonics	4 pupils (80%)	3 pupils (50%)	26 pupils 81%	14 pupils (61%)
KS1 (30 pupils – 10 disadvantaged 2016/17) (32 pupils – 5 disadvantaged 2017/18)				
Proportion of pupils achieving at least the expected standard in Reading Greater Depth	6 pupils-67% 0 pupils – 0%	4 pupils-80% 0 pupils – 0%	18 pupils-82% 6 pupils –27%	22 pupils-81% 7 pupils –26%
Proportion of pupils expected progress in Reading	9 pupils- 90%	100%	19 pupils 95%	91.7%
Proportion of pupils achieving at least the expected standard in Writing Greater Depth	4 pupils- 44% 0 pupils – 0%	3 pupils-60% 0 pupils – 0%	14 pupils-64% 3 pupils – 22%	19 pupils-70% 4 pupils – 15%
Proportion of pupils expected progress in Writing	9 pupils- 90%	100%	26 pupils 80%	91.7%
Proportion of pupils achieving at least the expected standard in Maths Greater Depth	6 pupils-67% 1 pupil – 11%	4 pupils-80% 0 pupils – 0%	17 pupils-77% 7 pupils – 32%	22 pupils-81% 8 pupils – 30%
Proportion of pupils expected progress in Maths	9 pupils- 90%	83.3%	17 pupils 81%	87.5%

KS2 (31 pupils – 13 disadvantaged 2016/17) (30 pupils- 11 disadvantaged 2017/18)				
Proportion of pupils achieving at least the expected standard in Reading Greater Depth	10 pupils- 77% 2 pupils 15% GD	6 pupils- 55% 2 pupils- 18%	14 pupils 88% 7pupils 43% GD	14 pupils- 74% 4 pupils- 21%
Proportion of pupils achieving at least the expected standard in Writing Greater Depth	8 pupils- 62% 2 pupils 15% GD	7 pupils- 64% 3 pupils- 27%	13 pupils-81% 4 pupils 25% GD	13 pupils- 68% 2 pupils- 11%
Proportion of pupils achieving at least the expected standard in Maths Greater Depth	8 pupils -53% 1 pupil 7% GD	5 pupils- 45% 1 pupil- 9%	8 pupils- 67% 4 pupils 25% GD	14 pupils- 74% 1 pupil- 5%
Proportion of pupils achieving at least expected standard in Reading, Writing and Maths Greater Depth	8 pupils- 62% 1 pupil 8% GD	6 pupils- 36% 1 pupil- 9%	11 pupils-68% 2 pupils 13% GD	58% 0%

2. 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)

3. 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.

4. Review of Expenditure

Academic year	2017-18
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i. Quality of teaching for all including targeted support

Action	Intended outcome	Impact	Lessons learned	Cost																																																																																																																					
<p>TA support in all year groups for at least ½ day. Year groups with high % of PP to have full day support (50% of PPG)</p> <p>Same day intervention - targeted towards PPG pupils. £2035</p> <p>Reading Manager and Maths Manager to monitor weekly data and to produce appropriate intervention and support £7765</p> <p>Targeted interventions to include .Precision Teaching Wellcom Plus 1/Power of 2 20:20 reading Alphabet Arc Lifeboats Toe by Toe</p>	<p>A) Diminishing difference between pupils achieving EXS/ARE/GLD</p> <p>H) PPG with SEN make good progress and gaps in learning start to close.</p>	<p>A) Pupils working at EXS+ Writing</p> <table border="1"> <thead> <tr> <th rowspan="2">Yr</th> <th colspan="2">Summer 17</th> <th colspan="2">Summer 18</th> </tr> <tr> <th>PP</th> <th>Non</th> <th>PP</th> <th>Non</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>50%</td> <td>75%</td> <td>57%</td> <td>70%</td> </tr> <tr> <td>Y2</td> <td>44%</td> <td>64%</td> <td>60%</td> <td>81%</td> </tr> <tr> <td>Y3</td> <td>50%</td> <td>70%</td> <td>50%</td> <td>60%</td> </tr> <tr> <td>Y4</td> <td>57%</td> <td>62%</td> <td>70%</td> <td>83%</td> </tr> <tr> <td>Y5</td> <td>60%</td> <td>89%</td> <td>57%</td> <td>68%</td> </tr> <tr> <td>Y6</td> <td>62%</td> <td>81%</td> <td>64%</td> <td>74%</td> </tr> </tbody> </table> <p>Reading</p> <table border="1"> <thead> <tr> <th rowspan="2">Yr</th> <th colspan="2">Summer 17</th> <th colspan="2">Summer 18</th> </tr> <tr> <th>PP</th> <th>Non</th> <th>PP</th> <th>Non</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>83%</td> <td>75%</td> <td>57%</td> <td>70%</td> </tr> <tr> <td>Y2</td> <td>67%</td> <td>77%</td> <td>80%</td> <td>81%</td> </tr> <tr> <td>Y3</td> <td>50%</td> <td>70%</td> <td>70%</td> <td>80%</td> </tr> <tr> <td>Y4</td> <td>57%</td> <td>81%</td> <td>70%</td> <td>83%</td> </tr> <tr> <td>Y5</td> <td>60%</td> <td>63%</td> <td>72%</td> <td>95%</td> </tr> <tr> <td>Y6</td> <td>67%</td> <td>88%</td> <td>55%</td> <td>74%</td> </tr> </tbody> </table> <p>Maths</p> <table border="1"> <thead> <tr> <th rowspan="2">Yr</th> <th colspan="2">Summer 17</th> <th colspan="2">Summer 18</th> </tr> <tr> <th>PP</th> <th>Non</th> <th>PP</th> <th>Non</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>83%</td> <td>71%</td> <td>57%</td> <td>70%</td> </tr> <tr> <td>Y2</td> <td>67%</td> <td>77%</td> <td>80%</td> <td>81%</td> </tr> <tr> <td>Y3</td> <td>50%</td> <td>70%</td> <td>70%</td> <td>75%</td> </tr> <tr> <td>Y4</td> <td>72%</td> <td>86%</td> <td>90%</td> <td>78%</td> </tr> <tr> <td>Y5</td> <td>50%</td> <td>68%</td> <td>57%</td> <td>91%</td> </tr> <tr> <td>Y6</td> <td>53%</td> <td>67%</td> <td>47%</td> <td>74%</td> </tr> </tbody> </table>	Yr	Summer 17		Summer 18		PP	Non	PP	Non	Y1	50%	75%	57%	70%	Y2	44%	64%	60%	81%	Y3	50%	70%	50%	60%	Y4	57%	62%	70%	83%	Y5	60%	89%	57%	68%	Y6	62%	81%	64%	74%	Yr	Summer 17		Summer 18		PP	Non	PP	Non	Y1	83%	75%	57%	70%	Y2	67%	77%	80%	81%	Y3	50%	70%	70%	80%	Y4	57%	81%	70%	83%	Y5	60%	63%	72%	95%	Y6	67%	88%	55%	74%	Yr	Summer 17		Summer 18		PP	Non	PP	Non	Y1	83%	71%	57%	70%	Y2	67%	77%	80%	81%	Y3	50%	70%	70%	75%	Y4	72%	86%	90%	78%	Y5	50%	68%	57%	91%	Y6	53%	67%	47%	74%	<p>The introduction of TA targeted support for PPG pupils – Same Day Intervention (SDI) has had a positive impact on the attainment and progress of PPG pupils. This will be continued into the next academic year.</p> <p>The attendance of pupils attending SDI will need to be monitored in greater detail.</p>	<p>£44, 265</p> <p>£2035</p> <p>£7765</p>
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**H) Good Progress of pupils with PPG
2017-18**

	Writing	Reading	Maths
Y1	100%	100%	100%
Y2	100%	100%	100%
Y3	100%	90%	100%
Y4	100%	100%	100%
Y5	88.9%	100%	88.9%
Y6	100%	100%	100%

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<p>Parental workshops (GPS, Maths and Speech & Language) are held throughout school.</p> <p>Home visits for Nursery new starters</p>	<p>Engagement with school and home is improved. This will result in completion of homework, improved attendance at consultation evenings and parental workshops</p>	<p>GPS and Maths workshops have had a significant improvement in attendance with at least half the children having a representative at the workshops. Parents report that they enjoy coming and working alongside their children.</p> <p>SALT workshop had lower attendance</p>	<p>To continue with pupils inviting parents to workshops and parents working alongside their children as this has had the greatest impact on attendance.</p> <p>Pupil and Family Liaison Officer to continue to invite and accompany parents.</p>																													
<p>Welcomm Program. All EYFS pupils have initial screening and are placed in appropriate support groups.</p> <p>Speech and Language parental workshops for EYFS and KS1 &KS2</p> <p>Pupils with significant difficulties receiving support from school based Speech and Language therapist.</p>	<p>C – Improved speech and language acquisition. Resulting in improved EYFS outcomes in the areas of ‘communication and language’.</p> <p>Increased awareness of additional provision that will need to be made prior to starting school</p>	<p>All new starters to Nursery received a home visit in the summer term. This has allowed school to plan for provision to be made e.g. staff training/resources</p> <p>Wellcomm Program highlights pupils with significant SLCN difficulties. These pupils have been referred into the Speech and Language Therapy service or directly to the school commissioned Speech and Language Therapist</p> <p>See above</p> <p>SALT has a caseload of 6 pupils. The majority of these children have complex needs. The commissioned SALT has meant she has been able to liaise with other services such as Educational Psychology and also has been communicated with parents and staff regarding referrals to additional services such as paediatrics. From the caseload, 1 pupil has</p>	<p>Work with Speech and Language therapist to redevelop how parents can approach SALT with queries and concerns.</p> <p>Continue with home visits – improve paperwork given at home visit e.g. access to PPG and SEN</p> <p>Continue with Wellcomm program in EYFS. Review how this is conducted within provision and investigate how this can become more targeted to pupils with significant delays.</p> <p>See above</p> <p>Continue with commissioned SALT especially in light of reduced access to additional services provided by the LA.</p>	<p>£174.00</p> <p>£2750</p>																												

		received an EHCP, 1 pupil is awaiting EHCP assessment, 1 pupil has received a ASD diagnosis.		
<p>Review of Behaviour policy</p> <p>Support from Pupil and Family Liaison officer and delivery of appropriate interventions e.g. Ginger Bear</p> <p>Support from Specialist teacher from Behaviour support teams</p> <p>Increased support at playtime Lunchtime Haven</p> <p>Additional time purchased from Educational Psychology team</p> <p>Support from ESCAYP counselling services</p> <p>Y6 Nurture Group</p> <p>Walking Bus and Early Bird Club</p> <p>Uniform vouchers</p>	<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>Behaviour policy reviewed with staff resulting in a consistent approach to behaviour management within school. Workbook scrutiny for all year groups has evidenced a high standard for all groups of learners.</p> <p>PPU meetings have been effective in identifying pupils in need of additional support.</p> <p>The lunchtime Haven has been effective in supporting the high proportion of pupils in Y5 and Y6 with Social, Emotional and Mental Health difficulties and has resulted in less lunchtime incidents</p> <p>Pupils with significant need have received support from:</p> <ul style="list-style-type: none"> - Specialist behaviour teachers (3) - Educational Psychologist (3) <p>This has resulted in:</p> <p>2 pupils receiving an EHCP for Social, Emotional and Mental Health (SEMH) difficulties</p> <p>1 pupil awaiting assessment for SEMH difficulties</p> <p>1 pupil awaiting assessment for a 'My Support Plan.'</p> <p>Y6 Nurture group has been highly effective in supporting the significant proportion if pupils with SEN, SEMH and PP. This has resulted in:</p> <ul style="list-style-type: none"> - 0 exclusions for pupils in this group - 100% of pupils made good progress across the year in RWM - 100% of pupils reported increased enjoyment of school <p>Walking Bus – Over the course of the year 10 children families have used the Early Bird Club. The impact of this is:</p> <ul style="list-style-type: none"> - 70% have improved attendance - 60% have attendance above 95% 	<p>Additional review to take place in the Summer term as we would like the Policy to take the form of an even more positive and nurturing approach.</p> <p>The package of support from the Specialist services such as the Behaviour team is changing. The level of support needed will need to be carefully analysed in order to continue to utilise these services.</p> <p>The provision of the lunchtime Haven needs to be reviewed to ensure that it continues to meet the needs of the most vulnerable pupils.</p> <p>The Walking Bus will be reviewed for the next academic year to identify pupils in need of support for either:</p> <ul style="list-style-type: none"> - Attendance - Academic support - Punctuality - Family circumstance 	<p>£10,951</p> <p>£848</p> <p>£1500</p> <p>£1000</p> <p>£15,000 (50% PPG contribution)</p> <p>£5808</p> <p>£400</p>

		<ul style="list-style-type: none"> - 70% of the children are more organised and ready to learn - 100% read every day and complete homework - 100% have made good progress, particularly in reading and spelling 		
<p>Weekly music provision for all KS2 pupils</p> <p>Experience days within the 'Write stuff' delivery</p> <p>Additional funding for residential, school visits and visitors.</p> <p>Sports coach to provide extra-curricular provision</p> <p>Participation in local sports festivals.</p>	<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>All KS2 pupils have accessed music tuition - pupils report high levels of enjoyment in music lessons</p> <p>All pupils in Y4 and Y6 have accessed the planned residentials</p> <p>All pupils have had access to class trips and experiences linked to topics. Pupils in receipt of PPG have received support with payment where needed.</p> <p>The sports coach provides a comprehensive program throughout the year for all year groups. The program has been devised after consulting with pupils about the activities that they would enjoy.</p> <p>Pupils in receipt of the PPG have had participated in the Sports festivals.</p>	<p>Recorder lessons will be replaced with brass tuition next academic year</p> <p>Literacy manager to conduct detailed audit of experience days within the Write Stuff Curriculum to ensure that pupils are gaining maximum exposure to new experiences.</p> <p>Some inconsistencies in attendance at the club. School to consider if a nominal charge should be introduced to secure places.</p>	<p>£1864</p> <p>£1316</p> <p>£1725</p>
<p>Weekly attendance data to be provided to the Pupil and Family Liaison Officer (PFLO)</p> <ul style="list-style-type: none"> • 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 	<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>	<p>Attendance for 2017-18 Pupil Premium – 94.91% Non- Pupil Premium - 95.56%</p> <p>Attendance below 90%: 80% of children's attendance has improved. Of the remaining 20% (4 pupils) 2 of the pupils have now left school</p> <p>25% of the children are no longer considered persistent absentees.</p> <p>Attendance below 85%: 3 children now fall into this category. These children all have identified barriers to attendance.</p> <p>6 families have been issued with Fixed Penalty notices</p>	<p>The % of families taking holidays during term time appears to be on the increase. The Governing Body are aware of this and have issued a letter to parents on the importance of good attendance. This will continued to be monitored in the next academic year.</p> <p>Pupil and Family Liaison Officer to continue to monitor attendance and work with families, offering a package of support.</p>	<p>See above</p>

		5 families have been put on attendance plans 4 families have been referred to the Education Social Worker		
Total budgeted cost				£97, 401