

Pupil premium Review - 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 2019
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 2018</i>	<i>Pupils eligible for PP 2019</i>	<i>Pupils not eligible for PP 2018</i>	<i>Pupils not eligible for PP 2018</i>
Proportion of pupils achieving a good level of development (GLD)		3/5 pupils – 60% GLD	2/4 pupils -50%	18 pupils – 69% GLD	20/28 pupils- 71%
Proportion of pupils achieving at least the expected standard in Reading		3/5 pupils – 60%	2/4 pupils -50%	20 pupils – 77%	20/28 pupils- 71%
Proportion of pupils achieving at least the expected standard in Writing		3/5 pupils – 60%	2/4 pupils -50%	20 pupils – 77%	20/28 pupils- 71%
Proportion of pupils achieving at least the expected standard in Number		3/5 pupils – 60%	2/4 pupils -50%	22 pupils – 85%	19/28 pupils- 68%
Year 1 phonics					
Proportion of pupils achieving the expected standard in Phonics		3/6 pupils (50%)	6/8 pupils 75%	14 pupils (61%)	18/20 pupils- 91%
KS1					
Proportion of pupils achieving at least the expected standard in Reading Greater Depth		4/5 pupils-80% 0/5 pupils – 0%	5/5- 100% 0% GD	22 pupils-81% 7 pupils –26%	16/23-74% 30% GD
Proportion of pupils expected progress in Reading		5/5 100%	100%	91.7%	74%
Proportion of pupils achieving at least the expected standard in Writing Greater Depth		3/5 pupils-60% 0/5 pupils – 0%	5/5- 100% 0% GD	19 pupils-70% 4 pupils – 15%	14/23-61% 26% GD
Proportion of pupils expected progress in Writing		5/5- 100%	100%	91.7%	82.6%
Proportion of pupils achieving at least the expected standard in Maths Greater Depth		4/5 pupils-80% 0/5 pupils – 0%	4/5- 80% 0% GD	22 pupils-81% 8 pupils – 30%	16/23-74% 26% GD
Proportion of pupils expected progress in Maths		83.3%	100%	87.5%	78%
KS2					
Proportion of pupils achieving at least the expected standard in Reading Greater Depth		12 pupils- 58% 17% GD	5/7-71% 0% GD	13/18 pupils 72% 11% GD	15/21-71% 14% GD

Proportion of pupils achieving at least the expected standard in Writing	Greater Depth	12pupils- 67% 33% GD	5/7-71% 14% GD	12/18 pupils- 67% 6% GD	17/21-81% 19% GD
Proportion of pupils achieving at least the expected standard in Maths	Greater Depth	12 pupils - 50% 25% GD	4/7-57% 14% GD	13/18 pupils- 72% 6% GD	17/21-81% 9.5% GD
Proportion of pupils achieving at least expected standard in Reading, Writing and Maths	Greater Depth	12 pupils- 48% 0% GD	4/7-57% 0% GD	10/18 pupils- 56% 0% GD	11/21-52% 4.8% 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	<p>Paper copies of any leaflets and advertisements for events in school are sent in addition to being added to the website for parents who do not have access to website.</p> <p>Regular telephone consultations are had with various parents regarding attendance/punctuality, particularly hard to reach parents. This is followed up with a letter.</p> <p>Attendance rewards to raise attendance. Parents are made aware of what the reward will be and when.</p> <p>Annual questionnaires are send to all parents asking what they would like to see happening in school/courses they would like to attend.</p> <p>Regular contact with EH/CSC/Charities concerning families or families that they support.</p> <p>Events organised throughout 2018/19 Functional Skills Helping Hands Get Together Coffee Morning Job Skills drop In with Neesie Stronger Families Drop In Christmas Sparkle Brain Tumour Charity Coffee Morning NVQ Courses</p> <p>Contact is made with parents via telephone, email, Dojo, Face to face.</p> <p>Parents are informed of various times/days available. Flexibility is important to ensure parent engagement.</p> <p>Parents are contacted by telephone when appointments have not been made for parents evening and an alternative is offered if the parent is unable to attend or</p>

				appointments are full.
			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 	<p>CH KMc AG ZH</p>	<p>Attendance 2018-19- 95.9% PP – 94.9% Non PP- 95.6%</p> <p>School policy of same day calling is followed for all children who are absent from the register.</p> <p>Attendance challenge weeks Wb- Wb – 8th July 2019 – (PP 97.72% Non PP 96.17%)</p> <p>Attendance raising for those with nudge letters</p> <p>85% and below – 10 letters were sent. By the end of 2018/19 academic year every child was over 90%.1% under 90%</p>
			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 caseload and for those in clinic • Introduction of vocabulary development program across KS1 and KS2 to improve vocabulary (Word Aware) 	<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 	<p>HH EYFS Staff HJ</p>	<p>Nursery</p> <ul style="list-style-type: none"> • 96% of children made progress in understanding and use of language • 89% of children receiving intervention moved up at least 1 section which = at least 6 months progress • 55% of children receiving intervention moved up at least 2 section which = at least 12 months progress • 83% of children reached Age appropriate levels • 97% of children are at Age appropriate levels or just 1 level below <p>Reception</p> <ul style="list-style-type: none"> • 97% of children made progress in understanding and use of language • 97% of children receiving intervention moved up at least 1 section which = at least 6 months progress • 22% of children receiving intervention moved up at least 2 section which = at least 12 months progress

				<ul style="list-style-type: none"> 91% of children reached Age appropriate Wellcomm level by the end of the school year
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Budgeted Cost £6224

<p>D</p>	<p>Improved outcomes for pupils with behavioural, social and emotional and mental health needs</p> <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 	<p>All staff CH</p>	<ul style="list-style-type: none"> Behaviour policy was reviewed in Oct 2018. CPD across the year for staff, focusing on : <ul style="list-style-type: none"> Meet and greet Over and above Removal of displayed behaviour ladders CPD PACE training – Summer term 2019 1 pupil had funded MSP for SEMH difficulties 1 pupil received an EHCP to support SEMH difficulties Additional EP time used to support 3 pupils EP drop in hubs used to discuss 3 pupils Lunchtime Haven to support targeted pupils (8 pupils) 3 pupils received external exclusions – all pupils are receiving support for SEMH difficulties 8 pupils received internal exclusions (2 of whom also had an external exclusion) <p>Pupils with SEMH needs progress (3 pupils)</p> <table border="1" data-bbox="1711 932 2175 1050"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Pupil 1</td> <td>+5.3</td> <td>-20.2</td> <td>+0.3</td> </tr> <tr> <td>Pupil 2</td> <td>+6.8</td> <td>+15</td> <td>+2.5</td> </tr> <tr> <td>Pupil 3</td> <td>+2.9</td> <td>-18.9</td> <td>+2.5</td> </tr> </tbody> </table>		Reading	Writing	Maths	Pupil 1	+5.3	-20.2	+0.3	Pupil 2	+6.8	+15	+2.5	Pupil 3	+2.9	-18.9	+2.5
	Reading	Writing	Maths																	
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Pupil 3	+2.9	-18.9	+2.5																	

Budgeted Cost £ 6030

<p>E</p>	<p>Improved access to experiential learning</p> <ul style="list-style-type: none"> Subsidised trips for all classes and residential (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 	<p>Office All staff HS</p>	<p>Residentials</p> <p>Y4- 11/11 PP children attended the trip - £337.40 was contributed towards costs</p> <p>Y6- 6/7 pupils went on the trip. (1 pupil had extenuating circumstances at home which meant he wanted to stay at home- £545.76 was contributed towards the trip.</p> <p>School trips</p> <p>All PP children attended a school trip. School contributed £245 towards school trips</p>
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				<p>Visitors We had drama and circus skills visitors to school. Cost £690</p> <p>After school clubs All children are invited to attend after school clubs. Analysis has shown that 63% of PP children have accessed after school provision</p>
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Budgeted Cost £1500			
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F	<p>Improved outcomes for pupils with family issues within the home</p> <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 	<p>CH ZH Office staff</p>	<p>Uniform All children in school wear correct uniform in 2018/19 – £520 Uniform vouchers were given out. In addition the PFLO has held uniform events where second hand uniform can be obtained.</p> <p>Walking Bus and EBC – 4 pupils 3/4 pupils had attendance above 95% (1 pupil 94.6%)</p> <p>EBC – (4 pupils) 3-4 pupils achieved above 95% (1 pupil 90.5% - this child was receiving significant support in school and with external agencies)</p>
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Budgeted Costs – Included in FPLO salary + £400 uniform vouchers			
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G	<p>Improved outcomes for pupils with SEN and PP</p> <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 • 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"> • 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 • Pupils identified with dyslexic tendencies make good progress in reading and writing • Pupils identified with dyscalculia tendencies make good progress in maths. 	<p>HH Reading Man Maths Man</p>	<p>100% of PP pupils with SEN made good progress in reading, writing and maths.</p> <p>KS1-KS2 progress – Y6</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Pupil A</td> <td>+5.3</td> <td>-20.2</td> <td>+0.3</td> </tr> <tr> <td>Pupil B</td> <td>+6.8</td> <td>+ 15.0</td> <td>+2.5</td> </tr> <tr> <td>Pupil C</td> <td>-4.0</td> <td>+0.9</td> <td>+0.9</td> </tr> </tbody> </table> <p>2 of the 3 children joined Russell Hall in KS2 and came with significant SEMH difficulties.</p>		Reading	Writing	Maths	Pupil A	+5.3	-20.2	+0.3	Pupil B	+6.8	+ 15.0	+2.5	Pupil C	-4.0	+0.9	+0.9
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Budgeted Cost £45,000

<p>H</p>	<p>Gaps in attainment between boys and girls close – especially in writing</p> <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 	<p>NC AG All staff</p>	<p>22 children identified in Y1-Y6</p> <p>Termly workbook scrutiny for identified pupils with follow up actions completed All pupils included in SDI's</p> <p>55% (12 children) achieved the aspirational end of year target 9/12 were boys</p> <p>100% made better than expected progress</p> <p>EYFS – 4 FSM pupils</p> <table border="1" data-bbox="1711 512 2170 683"> <thead> <tr> <th></th> <th>FSM</th> <th>Non FSM</th> </tr> </thead> <tbody> <tr> <td>Moving and handling</td> <td>100%</td> <td>94%</td> </tr> <tr> <td>Health and self care⁶⁷</td> <td>67%</td> <td>81%</td> </tr> </tbody> </table> <p>1 FSM had significant SEMH difficulties and received a funded MSP</p>		FSM	Non FSM	Moving and handling	100%	94%	Health and self care ⁶⁷	67%	81%
	FSM	Non FSM											
Moving and handling	100%	94%											
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Budgeted Cost £6,000

Total cost £85,439