

Pupil premium strategy statement: Russell Hall Primary School



1. Summary information					
School	Russell Hall Primary School				
Academic Year	2019-20	Total PP budget (incl EYFS/LAC/Ever 6/FSM)	£72, 180	Date of most recent PP Review	OCT 2019
Total number of pupils	228 (inc nurs) 208 (exc nurs)	Number of pupils eligible for PP	55+ 5 EY pupil premium		

2. Current attainment (July 2019)					
EYFS		<i>Pupils eligible for PP</i>	<i>National PP</i>	<i>Pupils not eligible for PP</i>	<i>National Non PP</i>
Proportion of pupils achieving a good level of development (GLD)		2/4 pupils – 50% GLD	57%	19/28 pupils – 68% GLD	74%
Proportion of pupils achieving at least the expected standard in Reading		2/4 pupils – 50%		20/28 pupils – 71%	
Proportion of pupils achieving at least the expected standard in Writing		2/4 pupils – 50%		20/28 pupils – 71%	
Proportion of pupils achieving at least the expected standard in Number		2/4 pupils – 50%		19/28 pupils – 68%	
Phonics					
Year 1- Proportion of pupils achieving the expected standard in Phonics		6/8 pupils (75%)	70%	18/20 pupils – 91%	84%
Year 2- Proportion of pupils achieving the expected standard in Phonics		100%	85%	20/23 pupils- 87%	93%
KS1					
Proportion of pupils achieving at least the expected standard in Reading Greater Depth		5/5 pupils-100% 0/5 pupils – 0%	62%	16/23 pupils-74% 30% GD	78%
Proportion of pupils expected progress in Reading		100%		74%	
Proportion of pupils achieving at least the expected standard in Writing Greater Depth		5/5 pupils-100% 0/5 pupils – 0%	55%	14/23-61% 26% GD	73%
Proportion of pupils expected progress in Writing		100%		83%	
Proportion of pupils achieving at least the expected standard in Maths Greater Depth		4/5 pupils-80% 0/5 pupils – 0%	61%	16/23-74% 26% GD	79%
Proportion of pupils expected progress in Maths		100%		78%	
KS2					
Proportion of pupils achieving at least the expected standard in Reading Greater Depth		5/7-71%	62%	15/21-71%	78%

		0% GD		14% GD	
Proportion of pupils achieving at least the expected standard in Writing	Greater Depth	5/7-71% 14% GD	68%	17/21-81% 19% GD	83%
Proportion of pupils achieving at least the expected standard in Maths	Greater Depth	4/7-57% 14% GD	67%	11/21-52% 4.8% GD	84%
Proportion of pupils achieving at least expected standard in Reading, Writing and Maths	Greater Depth	4/7-57% 0% GD	51%	11/21-52% 4.8% GD	71%

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 – attendance at school events e.g. Parents evenings, workshops - for some Parents engagement with school can be difficult (for a variety of reasons). Impacting on understanding of attainment and how to support children.
B.	Reduce the % of persistent absenteeism
C.	Vocabulary - Develop a rich vocabulary - 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.	Develop opportunities to develop cultural capital for the next steps in life– (E&I)
F.	Low % of pupils (including PP) achieving the Expected standard in Reading, Writing and Maths at the End of the KS1 and KS2
G.	Low % of PP children achieving the GD Standard in Reading, Writing and Maths at the End of the KS1 and KS2
H.	Significant % of pupils experiencing Family issues within the home, impacting on safeguarding and social, emotional development. (E & I)
I.	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.	Improved contact with vulnerable parents and families- evidenced through: Increased completion of homework, reading at home, attendance at workshops, attendance at parent consultation evenings, IEP reviews and other events.
B.	Decreased persistent absenteeism. Below the National Average of 8.4%. PP and attendance is in line with Non PP attendance and in line with National Average (96.1%)
C.	Pupils reach ARE in use and understanding of vocabulary by the end of EYFS All EYFS pupils have speech and language screening and receive appropriate support, including referral to Speech and Language Therapy where appropriate. Implementation of vocabulary development programs across KS1 and KS2
D.	Pupils with Behaviour for learning difficulties are closely monitored and receive appropriate support. Tracking evidences reduction in incidents and signposting to appropriate agencies where needed
E.	The school long term curriculum map represents a curriculum which provides rich opportunities for children to engage in new and exciting experiences. Children can draw upon experiences within their school work/
F.	The % of PP children achieving the Expected standard in Reading, Writing and Maths at the End of the EYFS, KS1 and KS2 increases to be in line with National Average

G.	The % of PP children achieving the GD Standard in Reading, Writing and Maths at the End of the KS1 and KS2
H.	Pupils and families of pupils experiencing significant family difficulties within the home are well supported. Tracking evidences improved outcomes for pupils and their families.
I.	PP Pupils with SEN make good progress and gaps in attainment are narrowed

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 Research of successful programs for developing parental interaction 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 '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	
			Budgeted Cost £16,000 (FAPLO + resourcing for workshops)	
B	<p>Improved attendance and decreased persistent absenteeism 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 Monitoring of punctuality and support given where needed Attendance challenge for pupils below 85% Attendance challenge weeks Nudge letters for pupils near 90% Below 90% letters Liaison with Education Social Worker for those with attendance below 85% that is not improving 	<ul style="list-style-type: none"> Gap between PP attendance rates are in line with National Whole school attendance is in line with National Number of pupils with persistent absenteeism is reduced Punctuality is improving for identified families 	CH AR	
			Budgeted Cost - Included in costings for FAPLO) + £200 to support purchase of resources for attendance events	
C	<p>Improved understanding and use of vocabulary 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 	<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 Monitoring and evaluation evidences that classrooms are vocabulary rich Pupils K&U grids reflect use of age appropriate 	EYFS Staff HJ SENCO	

	<ul style="list-style-type: none"> School commissioned Speech and language Therapist to have a caseload of 6 pupils and to support in deliver of intervention for pupils attending clinic Review of KS1 curriculum and opportunities to develop age appropriate topic vocabulary Review of Guided Reading and opportunities to introduce ambitious vocabulary Classrooms s reflect vocabulary rich environments Systematic teaching of ambitious new vocabulary through use of Vocabulary Programs 	<ul style="list-style-type: none"> and ambitious vocabulary Pupil's breadth and use of vocabulary improves. Improved comprehension skills in reading Positive impact in pupils writing 		
Budgeted Cost - £6600 (School commissioned SALT, Welcomm screening and intervention groups, SENCO time, Vocabulary program books, Twinkl subscription for SALT resources)				
D	Improved outcomes for pupils with behavioural, social and emotional and mental health needs <ul style="list-style-type: none"> Implementation of the school positive behaviour policy to continue to support pupils with behavioural, social and emotional and mental health needs 12 week Nurture provision for pupils in Y2 with significant SEMH difficulties Staff CPD/supervision for staff managing pupils with extreme behaviour difficulties 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 Use of Educational Psychology and Autism hubs Team Around the Child meetings to review support and progress for pupils with extreme difficulties Register of pupils with Behaviour and Social Need difficulties 	<ul style="list-style-type: none"> Emotional needs of pupils are quickly identified and supported Y2 children who have received Nurture provision manage more successfully in whole class environment Case studies evidence intervention and positive impact for pupils. Improved outcomes for pupils with difficulties Monitoring and evaluation notes show improvements in positive engagement in learning for PP children Increased liaison with families of pupils with behaviour, social and emotional difficulties 	All staff CH SENCO	
Budgeted Cost FAPLO included above £8032 (Nurture provision, EP allocation, SENCO time, ESCAYP counselling service, Staff attending support hubs)				
E	Development of Cultural capital to prepare pupils for the next steps in their lives through: <ul style="list-style-type: none"> Audit of the curriculum map to provide experiences for pupils 	<ul style="list-style-type: none"> 100% of PP pupils able to participate in trips and residentials PP pupils are able to access Extra-curricular 	Office All staff HS	

	<p>to develop awareness of heritage (Pantomime and Herotage tour in Saltaire)</p> <ul style="list-style-type: none"> • Audit of curriculum for pupils to provide visits and visitors linked to topics • Introduction of '100 things to do before you leave Russell Hall' • Subsidised trips for all classes and residential (Y4 and Y6) • Pupil voice to be gathered regarding Extra-Curricular provision they would like to participate in • Review of Extra- Curricular provision based on Pupil View • Planned experience days within school • Dojo events to provide positive experiences • School display of events and experiences that have been held 	<p>provision</p> <ul style="list-style-type: none"> • Work book scrutiny evidences positive impact of experience days/trips • Display provides opportunities for pupils to reflect on their experiences. • 		
				Budgeted Cost £3500 (additional experiences/Dojo events and cost of extra-curricular enrichment)
F	<p>Improved RWM outcomes for pupils at the end of EYFS, KS1 and KS2</p> <ul style="list-style-type: none"> • Identify pupils not reaching ARE at the end of the academic year • Target pupils identified to reach ARE in RWM by the end of the year • Pupils to be tracked and discussed in termly PPU meetings – Subject managers to monitor work books to monitor progress • Pupils to attend Same Day Interventions where appropriate to be tracked 	<ul style="list-style-type: none"> • % of PP pupils achieving ARE in RWM increases in all year groups • End of KS2 - 70% • End of KS1 – 72% • End of EYFS – 83% GLD • Workbooks scrutiny evidences accelerated progress • 	<p>HH/AG</p> <p>Class teach</p> <p>TA support staff</p>	
				Budgeted Costs – £40,000 (Including TA support targeted to classes and costings of SDI) in class to support vulnerable pupils
G	<p>Improved outcomes for pupils working at Greater Depth at the end of EYFS, KS1 and KS2</p> <ul style="list-style-type: none"> • Target pupils to reach GD by the end of EYFS, KS1 and KS2 by the end of the academic year • Pupils to be tracked and discussed in termly PPU meetings • Subject managers to monitor work books to monitor progress • Leading Practioner to monitor planning to ensure appropriate opportunity to develop GD skills • 	<ul style="list-style-type: none"> • % of PP pupils achieving GDS in RWM increases in all year groups • End of KS2 - 12% • End of KS1 – 20% • End of EYFS – 17% • Workbooks scrutiny evidences accelerated progress 	<p>HH/AG</p> <p>Class teach</p> <p>TA support staff</p>	
				Budgeted Cost – See above costings
H	<p>Improved outcomes for Pupils and families of pupils experiencing significant difficulties</p> <ul style="list-style-type: none"> • Annual Safeguarding training for all staff to ensure that 	<ul style="list-style-type: none"> • Staff quickly identify vulnerability and are suitably trained to follow the school safeguarding policy 	<p>Office</p> <p>FAPLO</p>	

	<p>difficulties and safeguarding concerns are quickly identified and addressed</p> <ul style="list-style-type: none"> • 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 • Increased use of Early Help Advice point to determine support for pupils and families • LAC co-ordinator to attend all LAC reviews and liaise with Social workers to create appropriate Pupil Education Plans for 'Looked After Pupils' • Designated safeguarding leads to attend all CIN and CP meetings and reviews 	<ul style="list-style-type: none"> • All children feel part of the Russell Hall School Community and are able to wear clothing appropriate for school • Identified vulnerable families receive/ signposted to appropriate support - monitoring evidences that pupils are making good academic progress • All LAC pupils have a PEP in place that supports pupils in making good progress. • All LAC reviews are attended by the School designated LAC teacher and information is appropriately communicated to relevant staff. 	LB/HH AG/HH /CH	
				<p>Budgeted Cost: £1540 (FAPLO included in above costings) (School uniform vouchers and LAC teacher costings)</p>
	<p>Improved outcomes for pupils with SEN and PP</p> <ul style="list-style-type: none"> • Regular review of individual class need to target Teaching Assistants to classes with highest need • Additional TA support in the morning sessions for pupils in Reception to support transition. • Use of Teaching Assistants/Apprentices 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 • Dyslexia screening for pupils from Y2 • 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. 	HH Reading Man Maths Man	
				<p>(See section F and G for staffing costs)</p>
				<p>Total cost £75,872</p>