

Pupil premium strategy statement: Russell Hall Primary School



| 1. Summary information | | | | | |
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| School | Russell Hall Primary School | | | | |
| Academic Year | 2020-21 | Total PP budget (incl EYFS/LAC/Ever 6/FSM) | £74, 905 | Date of most recent PP Review | JULY 2020 |
| Total number of pupils | 213 (exc nurs) 229 (inc Nurs) | Number of pupils eligible for PP | 64 + 1 EY pupil premium | | |

| 2. Current attainment (July 2019) | | | | | |
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| EYFS | | <i>Pupils eligible for PP</i> | <i>National PP 2019</i> | <i>Pupils not eligible for PP</i> | <i>National Non PP 2019</i> |
| Proportion of pupils achieving a good level of development (GLD) | | 6/6 pupils – 100% GLD | 57% | 15/24 pupils – 63% GLD | 74% |
| Proportion of pupils achieving at least the expected standard in Reading | | 6/6 pupils – 100% | | 15/24 pupils – 63% | |
| Proportion of pupils achieving at least the expected standard in Writing | | 6/6 pupils – 100% | | 15/24 pupils – 63% | |
| Proportion of pupils achieving at least the expected standard in Number | | 6/6 pupils – 100% | | 17/24 pupils – 71% | |
| Phonics | | | | | |
| Year 1- Proportion of pupils achieving the expected standard in Phonics (2019) | | 6/8 pupils (75%) | 70% | 18/20 pupils – 91% | 84% |
| Year 2- Proportion of pupils achieving the expected standard in Phonics (2019) | | 100% | 85% | 14 pupils- 87% | 93% |
| KS1 | | | | | |
| Proportion of pupils achieving at least the expected standard in Reading Greater Depth | | 3/10 pupils-30% 1/10 pupils – 10% | 62% | 16/20 pupils-80% 7/20- 35% GD | 78% |
| Proportion of pupils expected progress in Reading | | | -23% -3% GD | | -4% -1%GD |
| Proportion of pupils achieving at least the expected standard in Writing Greater Depth | | 4/10 pupils-40% 1/10 pupils – 10% | 55% | 15/20-75% 3/20- 15% GD | 73% |
| Proportion of pupils expected progress in Writing | | | -9% 0% GD | | -5% -11% GD |
| Proportion of pupils achieving at least the expected standard in Maths Greater Depth | | 4/10 pupils-40% | 61% | 15/20-75% | 79% |

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| | | 1/10 pupils – 10% | | 5/20- 25% GD | |
| Proportion of pupils expected progress in Maths | | -23% | | -10% | |
| | | 0% | | -8% | |
| KS2 | | | | | |
| Proportion of pupils achieving at least the expected standard in Reading | Greater Depth | 4/7-57% | 62% | 18/24-75% | 78% |
| | | 2/7-29% GD | | 8/24- 33% GD | |
| Proportion of pupils expected progress in Reading | | -2.7 | | -2.5 | |
| Proportion of pupils achieving at least the expected standard in Writing | Greater Depth | 5/7 71% | 68% | 18/24-79% | 83% |
| | | 1/7-14% GD | | 4/24-21% GD | |
| Proportion of pupils expected progress in Writing | | -0.3 | | -1.6 | |
| Proportion of pupils achieving at least the expected standard in Maths | Greater Depth | 5/7 71% | 67% | 18/24-79% | 84% |
| | | 2/7-29% GD | | 6/24-25% GD | |
| Proportion of pupils expected progress in Maths | | -0.2 | | -2.1 | |
| Proportion of pupils achieving at least expected standard in Reading, Writing and Maths | Greater Depth | 4/7- 57% | 51% | 17/24-71% | 71% |
| | | 14% GD | | 2/24- 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)

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| A. | Pupil Premium Gap was reducing due to strategies that had been implemented but these are likely to have increased again due to Covid 19 meaning loss of Same Day Intervention and differences in accessing support with home learning. (E & I) |
| B. | Attendance – Impact through extended school closure and ongoing impact through children not attending school through related issues such as self-isolation, shielding, symptomatic etc. |
| C. | Vocabulary -Strategy and opportunities to develop vocabulary across EYFS, KS1 and KS2 Develop a rich vocabulary - impacting due to COVID 19. EYFS key focus for EYFS delivery this year (E & I) |
| D. | Parental engagement - support for home learning and difficulties in provision of school learning workshops to develop engagement |
| E. | Limited experiences for children - linked to national and local lockdown may impact on development of cultural capital |
| F. | Mental Health and anxiety needs - impacting on pupils engagement with learning |

G. Desired outcomes

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| A. | Reduced gap between the PP and non PP pupils across all Key Stages 0 |
| B. | Strategies are implemented to support pupils with Covid related absence and learning is able to conducted remotely. Pupils with PP are not disadvantaged by lack of access to ICT equipment. |
| 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. | Alternative strategies are implemented to engage parents in school life and are still able to access learning workshops |

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| E. | Curriculum has been reviewed across all year groups and appropriate experiences are planned to provide memorable experience and to engage pupils |
| F. | Pupils with mental health and anxiety needs are identified and provided with appropriate support. |

| H. Planned actions, planned spending and desired outcomes | | | | |
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| | Planned actions to support desired outcomes | Success criteria | Staff Lead | Evaluation |
| A | <p>Decrease the gap between PP and Non PP across all Key Stages through:</p> <ul style="list-style-type: none"> • QFT - incorporating mastery techniques, The Write Stuff techniques and Growth Mindset Techniques • Early baseline of attainment across all Year groups to identify attainment and gaps in learning. • Y6 – Morning Booster class • SDI • Working walls will provide strategies and prompts for pupils to refer to in lessons and will be linked to current learning • Monitoring of teaching through M&E and subject deep dives] • Additional TA to support Covid Catch up. • PPU meetings to identify pupils, agree strategies and follow up progress • Use of ‘Catch-Up’ funding to target interventions to pupils (Third Space maths, NELI project etc) | <ul style="list-style-type: none"> • Baseline in attainment in Established and analysed • Y6 Morning Booster class is established and has good attendance of PP children • Working Walls evidence current learning on M&E weeks • Autumn, Spring and Summer assessment shows good progress of PP children and attainment gaps are closing • SLT are aware of target pupils and these are tracked regularly | CH Class teacher PP lead | |
| | | | Budgeted Cost £40,000 | |
| B | <p>To reduce impact of absence on educational attainment and emotional well-being through:</p> <ul style="list-style-type: none"> • Establishment of Remote Learning offer for all pupils not able to attend due to Covid absence reasons • Addendum to absence policy to cover booked holidays and issues regarding quarantine • Well-being calls to families shielding/self-isolating • Additional hours for FAPLO to be working 5 days per week • Support for families with anxiety regarding return to school through FAPLO • Survey of families who have not returned to school to understand anxieties and to form action plans to support return to school • Analysis of access to Class Dojo for pupils at home • Application to Government ICT scheme to support families with reduced access to ICT equipment at home • Bespoke PHSCE curriculum to be delivered as a focus for the first 2 weeks of school. • Attendance monitoring to continue with exclusion of Covid absences • Nudge letters for pupils near 90% • Below 90% letters • Liaison with Education Social Worker for advice regarding | <ul style="list-style-type: none"> • Families not attending through Covid reasons are completing work • Families struggling with access to technology will be supported through Government Scheme or through alternative provision of work e.g. work packs • Pupils with Covid related absence progress in line with their peers | CH AR PP lead HT | |

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| | <ul style="list-style-type: none"> families with anxiety regarding return to school • Liaison with Education Social worker for those with attendance below 85% that is not improving • FAPLO – weekly monitoring of attendance data • Monitoring of punctuality and support given where needed – priority in order to maintain ‘bubbles’ and minimise children using entry and exit points not allocated to their bubble | | | |
| Budgeted Cost £19,000 | | | | |
| C | <p>To develop vocabulary across EYFS, KS1. In KS2 develop a rich vocabulary</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 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 • Key vocabulary is sent home at the start of each topic • Systematic teaching of ambitious new vocabulary through use of Vocabulary Programs • Register interest in NELI project | <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 and ambitious vocabulary • Pupil’s breadth and use of vocabulary improves. • Improved comprehension skills in reading • Positive impact in pupils writing | EYFS Staff HJ SENCO | |
| Budgeted Cost £3100 | | | | |
| D | <p>Maintain and Improve parental engagement within Covid 19 restrictions:</p> <ul style="list-style-type: none"> • Use of Class Dojo to maintain communication with parents • FAPLO to work with parents to make sure that all parents are signed up • EYFS Manager and Subject leads to consider the use of videos and Class Dojo to deliver workshops instead of the usual ‘event workshops’ • FAPLO to follow up with ‘hard to reach’ families to encourage engagement with online workshops • Development of remote learning offer | <ul style="list-style-type: none"> • Emotional needs of pupils are quickly identified and supported • 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 • Training in Microsoft | All staff CH SENCO | |
| Budgeted Cost £ 5000 | | | | |
| E | <p>Development of Cultural capital to prepare pupils for the next steps in their lives through:</p> <ul style="list-style-type: none"> • Audit of the curriculum map to provide experiences for pupils within current Govt Covid guidelines • Alternative experiences to be provided in place of residential | <ul style="list-style-type: none"> • 100% of PP pupils able to participate in planned experiences • PP pupils are able to access Extra-curricular provision • Work book scrutiny evidences positive impact of | Office All staff HS Curr Lead Class | |

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| | <ul style="list-style-type: none"> Dojo events to be held within class bubbles Class Dojo to celebrate events and experiences Extra- Curricular provision to be provided through class bubbles and to take account of access for disadvantaged pupils Planned events that allow pupils to interact across school in socially distanced ways e.g. Via Zoom School display of events and experiences that have been held Families to be provided with Uniform vouchers to promote sense of belonging | <p>experience days/trips</p> <ul style="list-style-type: none"> Display provides opportunities for pupils to reflect on their experiences. Pupils are wearing the correct uniform | teacher s | |
| | | | | Budgeted Cost £4000 |
| F | <p>To support pupils' mental health needs and to minimise impact on learning</p> <ul style="list-style-type: none"> Analysis of pupils' mental health well-being Pupils identified to received targeted support and intervention 2 week PHSCE focus on return to school for all year groups Regular tracking of pupils through well-being tracker PPU meetings to discuss pupil wellbeing and mental health Staff meeting to discuss Mental health and well-being Regular updates to class Dojo for parents to support mental health Implementation of the school positive behaviour policy to continue to support pupils with behavioural, social and emotional and mental health needs 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"> All pupils with mental health difficulties are identified for support PHSCE unit provides pupils with opportunity to discuss worries and anxieties Pupil tracking evidences support Staff have received additional mental health staff meeting training Parents are accessing services where appropriate | | |
| | | | | Budgeted Costs – Included in FPLO salary + £4000 |
| Total cost £75, 100 | | | | |