



## Red Rose Primary School

### Pupil Premium Strategy Statement 2018 – 2019

#### 1. Rationale

At Red Rose Primary School we believe that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. We will allocate Pupil Premium funding to support any pupil or groups of pupils our school identifies as socially disadvantaged. All of our work through Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers to diminish the difference between Pupil Premium and non Pupil Premium pupils.

#### 2. Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children	Number of Service Children
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27	Per Pupil £1,320 7 ( £9,240 )	Per Pupil £1,320 11 ( £14,520 )	Per Pupil £2,300* 6 ( £12,600 )	Per Pupil £300 3 ( £900 )
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\*Previously Looked After Children receive £2,300  
Looked After Children receive £1700 with £600 being retained centrally by the Local Authority.

### 3. Early Year Pupil Premium Funding

Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
0	Hourly Rate £0.53 NA	Hourly Rate £0.53 NA	Hourly Rate £0.53 NA	Hourly Rate £0.53 NA

### 4. Pupil Premium Summary Information

Total Number of Pupils ( Inc. FTE )	277	Number of Pupils Eligible	27
Total Pupil Premium Budget	£37,260	% of Pupils Eligible	9.7%

### 5. 2017-2018 - Outcomes

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KS1 Year 2 - 5 pupils	PP Pupils		Other pupils	KS2 Year 6 - 4 pupils	PP Pupils	
	SCH	NA			SCH	NA
Expected Standard R	80%	60%	78%	Expected Standard R	100%	80%
Expected Standard W	40%	53%	73%	Expected Standard W	75%	83%
Expected Standard M	60%	61%	79%	Expected Standard M	100%	81%
Year 1 Phonics (2 pupils)	100%	70%	84%	Expected Standard GPS	75%	82%
EYFS GLD (4 pupils)	50%			Expected Standard R/W/M	75%	70%

## 8. Internal Barriers to Future Attainment

In-school barriers		Desired Outcomes
<b>A</b>	Increased attainment in writing for disadvantaged pupils	Higher rates of progress across school for pupils eligible for PP.
<b>B</b>	PP pupils make less progress in Reading compared to other pupils.	All pupils to have access to Lexia either at home or additional times

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		<p>in school.</p> <p>All pupils to be heard to read by an adult in school several times per week.</p> <p>To diminish the difference between pupil premium and non-pupil premium pupils.</p>
<b>C</b>	PP pupils make less progress in Maths compared to other pupils.	<p>Higher rates of progress in Maths across school for pupils eligible for PP.</p> <p>All pupils to have access to Athletics either at home or additional times in school.</p> <p>To diminish the difference between pupil premium and non-pupil premium pupils.</p>
<b>D</b>	The range of opportunities for pupils eligible for PP is very low when compared with their peers. This can affect relationships in school, self-esteem and academic progress.	<p>Pupils eligible for PP access the same life chances as their academic peers which will raise their self-esteem, confidence, academic progress and through these first hand experiences apply their skills for the new learning across the curriculum.</p>

## 9. External Barriers to Future Attainment (issues which also require action outside school, e.g. low attendance rates)

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In-school barriers		Desired Outcomes
E	Low attendance rates for some PP children	Increased attendance rates.
F	Social deprivation	Provide free after school clubs which target disadvantaged pupils to enrich wider opportunities.
G	Less engagement in home reading by adults and opportunities to support and value reading.	Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.

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## 10. Pupil Premium Planned Expenditure

	Desired Outcomes & Evidence source	Action	Expenditure	How we will measure impact	Impact
<b>A</b>	<p>Increased attainment in writing for disadvantaged pupils.</p> <p><i>Pupil Premium pupils made less progress than 'Pupil Premium' pupils and 'other' pupils in school.</i></p>	In class targeted support for pupils in English. Smaller class sizes for English.	TA support <b>£9,500</b>	Improved progress evident through book scrutiny, assessment data, pupil voice.	The majority of pupils are making good progress. Small intervention groups demonstrate impact through book scrutinies. Learning walks demonstrate good pupil engagement. Three out of five pupils passed the Y1 phonics reading test. In Year 2 all children achieved the expected standard in writing. In year 6 all pupils (3) made good progress against starting points with ⅓ achieving the EXS in writing.
<b>B</b>	<p>PP pupils make less progress in Reading compared to other pupils.</p> <p><i>Pupil Premium pupils made less progress than 'Pupil Premium' pupils and 'other' pupils in school.</i></p>	One to one reading x3 weekly (where appropriate)	TA support <b>£4720</b>	Salford Reading Age compared to actual reading age will improve.	Overall data demonstrates accelerated progress across the school with reading ages significantly increasing by more than expected progress. In some cases pupils made more than a whole year's progress. In Year 2 all children (2) achieved the expected standard in reading. In year 6 all pupils (3) made good progress against starting points

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					with 1/3 achieving the EXS in reading
<b>B</b>	PP pupils make less progress in Reading compared to other pupils.	<p>Toe by Toe: 15 minutes 3 times per week</p> <p>Lexia - 10mins x3 weekly</p>	<p>Books <b>£50</b></p> <p>Staffing <b>£2000</b></p> <p>Lexia <b>£2000</b></p>	<p>Improved reading age.</p> <p>Increased fluency with Toe by Toe.</p> <p>Accelerated rate of progress.</p>	<p>Toe by toe is used across KS2 and reading demonstrates accelerated progress. Monitoring evidences sessions taking place. Pupils state they enjoy the programme and feel it helps. Data demonstrates improved use of Lexia across year groups. Further training required in the autumn term to further maximise the use of Lexia as a short term intervention.</p>
<b>B</b>	<p>Increased rates of progress for disadvantaged pupils in reading in KS2</p> <p><i>EEF toolkit suggests that on average, reading comprehension approaches improve learning by an additional 5 months' progress over the course of a school year. These approaches appear to be even more effective for older readers (aged 8 years or above) who are not making expected progress.</i></p>	Weekly quality 1:1 support with reading comprehension for pupils not on track.	Staffing <b>£2000</b>	<p>Accelerated rate of progress.</p> <p>Improved Salford Reading Age</p>	Data demonstrates accelerated progress across the school with reading ages significantly increasing over the term by more than expected progress. In some cases pupils made more than a whole year's progress.
<b>B</b>	Increased progress in reading for disadvantaged	PP Pupils access 5 minutes of	Cost	Baseline assessment data.	Clear evidence of impact with pupils.

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	pupils in FS.	phonics daily 1:1  PP Pupils to access an additional 5 minutes of reading daily one to one	<b>£500</b>	Letters & Sounds data  Number of sight words recognised.	Additional adult support has been accessed through voluntary work.
<b>C</b>	PP pupils make less progress in Maths compared to other pupils.  <i>PP Pupils do not access Mathletics at home. As a school we need to raise the profile of Mathletics certificates and monitor access.</i>	PP Pupils to access Mathletics for 10 minutes 3 times per week.	<b>£2500 - Mathletics</b>  Staff to monitor usage and rota	PP pupils not achieving a Mathletics certificate each week. Staff to identify key tasks and encourage children achieve 1000 points. Weekly record of points to be kept by Maths Lead	Mathletics is well accessed by the majority of pupils and pupils report that they are enjoying the programme. The link between pupil progress and Mathletics is difficult to evaluate however there is a correlation between the pupils who have regularly used Mathletics and good outcomes. This is particularly evident in KS2 but could be due to pupil independence.
<b>C</b>	PP pupils make less progress in Maths compared to other pupils.  Daily small group tuition in maths for groups of PP identified by the school as not on track to achieve their end of year target.  <i>EEF toolkit suggests that small group tuition is effective and, as a rule of thumb, the smaller the</i>	Daily in class targeted support for pupils in Maths.	Cost: <b>£9500</b>	Improved Maths scores and ability to work independently without the need for support.	Maths intervention alongside same day / next day intervention evident through monitoring. Maths data demonstrates good progress across school.

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	<i>group the better</i>				
<b>C</b>	Increased progress in Maths for disadvantaged pupils in FS.	<p>PP pupils have 20 minutes x2 weekly with TA.</p> <p>Purchase of Ten Town</p> <p>Purchase of Numicon and tens frames to support understanding</p>	<p>Staffing: <b>£1000</b></p> <p><b>£110</b></p> <p><b>£100</b></p>	Improved oral fluency with numbers to 20.	Purchase of resources and training of staff has had a positive impact on learning. All children made good progress from their starting point.
<b>D</b>	<p>Behaviour issues for a small group of pupils at lunchtime (mostly PP pupils) are having a detrimental effect on academic progress made during afternoon sessions.</p> <p><i>Behavioural issues are having a detrimental effect on academic progress as time is being spent by the teacher dealing with lunchtime issues or pupils are unsettled during the afternoon due to emotional.</i></p> <p><i>Developing pupil resilience so they can continue to engage positively with their learning as they move through school from R to Y6, even when</i></p>	Additional TA on yard at lunchtime to organise games.	<p>Staffing - <b>£1700</b></p> <p>Play equipment and storage - <b>£500</b></p>	<p>Staff to organise play activities.</p> <p>Pupils engaging in purposeful play.</p> <p>Stronger relationships.</p> <p>Increased resilience and ability to solve conflicts</p>	Additional TAs were used to support lunchtime supervisors in supporting purposeful play from 12:15-12:45. Play leaders were in place and actively encourage purposeful play. A shorter KS1 lunchtime has been beneficial in supporting pupils. Staff, with the exception of one year group, were dealing with very few lunchtime incidents and where issues did arise they did not concern the same children.

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	<i>faced with challenge or change.</i>				
<b>D</b>	<p>The range of opportunities for pupils eligible for PP is very low when compared with their peers. This can affect relationships in school, self-esteem and academic progress.</p> <p><i>Developing pupil resilience so they can continue to engage positively with their learning as they move through school from R to Y6, even when faced with challenge or change.</i></p>	<p>TA to be used ½ day weekly to support Emotional Wellbeing</p> <p>Interventions to take place during an afternoon</p>	<p>Staffing</p> <p><b>£2023</b></p>	<p>Dedicated 2hr slot &amp; 1hr slot.</p> <p>Timetable in place with named children.</p>	<p>A TA was allocated one afternoon / week to look at EWB. This was positively received by pupils. Dedicated weekly PSHE slots were used to develop resilience.</p>
<b>E</b>	<p>Increased attendance rates.</p> <p><i>We can't improve attainment if children are not actually in school</i></p>	<p>Monthly meetings between office &amp; Headteacher to discuss attendance.</p> <p>Review of attendance policy and use of DCC Attendance Toolkit</p> <p>Employment of an Attendance Officer to support families with attendance.</p>	<p>Attendance Officer in role:</p> <p><b>£1029</b></p>	<p>Improved attendance figures.</p>	<p>Attendance is strong with no significant difference between pupil premium pupils and non-pupil premium pupils. Only one child has attendance below 90%.</p>

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<b>F</b>	Increased participation in after school clubs to widen opportunities	Increased range of after school clubs.  No charge to participate for disadvantaged pupils.	Cost <b>£800</b>	Improved attendance of PP children at after school clubs.	PP pupils have regularly attended provision during the year.
<b>J</b>	Less engagement in home reading by adults and opportunities to support and value reading.  <i>PP pupils are less likely to be heard to read at home than non PP pupils</i>	Involvement of parent readers to promote reading.	Cost <b>£200</b>	Increased parental engagement observed through reading diaries and parent helpers supporting reading.	Involvement of parental readers has varied during the year. Further work to be addressed in this area next year.

<b>11. Budget Summary</b>		
	<b>Desired Outcome</b>	<b>Cost</b>
<b>A</b>	Increased attainment in writing for disadvantaged pupils	£9500

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<b>B</b>	PP pupils make less progress in Reading compared to other pupils.	£11270
<b>C</b>	PP pupils make less progress in Maths compared to other pupils.	£13710
<b>D</b>	The range of opportunities for pupils eligible for PP is very low when compared with their peers. This can affect relationships in school, self-esteem and academic progress.	£4223
<b>E</b>	Low attendance rates for some PP children	£1029
<b>F</b>	Social deprivation	£800
<b>G</b>	Less engagement in home reading by adults and opportunities to support and value reading.	£200
<b>Total Budget Spent</b>		<b>£40,732</b>

## Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Governor: Mrs L Flannery

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Pupil Premium Committee Meeting	Autumn: October 2018	Spring: February 2019	Summer: July 2019
<p><b>Summary</b></p> <p>Governor Monitoring Visit completed 08.02.19 to review the Pupil Premium Strategy Report 2018-2019 for Autumn Term 2018. This report was shared with the Full Governing Body on 14.05.19.</p> <p>Progress has been made towards all desired outcomes and evidence demonstrates that the gap is closing between children in receipt of pupil premium funding and non pupil premium pupils. KS2 progress data is strong across reading, writing and maths for disadvantaged pupils.</p> <p>School effectively considers the impact of targeted support and interventions through a variety of means, for example, book scrutinies, learning walks, assessment data and pupil voice. Areas of concern are highlighted and addressed throughout the year.</p>			

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