



Red Rose Primary School

Pupil Premium Strategy Statement 2017 – 2018

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
30	Per Pupil £1,320 6 (£7,920)	Per Pupil £1,320 14 (£18,480)	Per Pupil £1,900* 8 (£10,400)	Per Pupil £300 2 (£600)

*Looked After Children receive £1,900 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)	272	Number of Pupils Eligible	30
Total Pupil Premium Budget	£37,400	% of Pupils Eligible	11%

5. 2017 - Outcomes

KS1 Year 2 - 1 pupil	PP Pupils			Other			SCH GAP	Year 6 - 6 pupils	PP Pupils			Other			SCH GAP
	SCH	NA	DIF	SCH	NA	DIF			SCH	NA	DIF	SCH	NA	DIF	
Expected Standard R	100	63.1	36.9+	81.0	78.5	2.5+	19+	Expected Standard R	86.0	59.5	26.5+	90.0	71.4	18.6+	4.0-
Expected Standard W	100	54.3	47.5+	81.0	71.4	9.6+	19+	Expected Standard W	71.0	65.9	5.1+	100	80.4	19.6+	29.0-
Expected Standard M	100	66.0	34.0+	86.0	78.1	7.9+	14+	Expected Standard M	100	63.4	36.6+	97.0	79.5	17.5+	3.0+
Year 1 Phonics (4 pupils)	50.0	73.4	23.4-	88.0	86.5	1.5+	38-	Expected Standard GPS	86.0	66.4	19.6+	94.0	81.2	12.8+	12.0-
EYFS GLD (2 pupils)	100	57.1	42.9+	89.0	66.6	22.4 +	11+	Expected Standard R/W/M	71.0	47.3	23.7	87.0	76.7	10.3+	16.0-



8. Internal Barriers to Future Attainment		
In-school barriers		Desired Outcomes
A	Pupils who are eligible for Pupil Premium make less progress than other pupils in their Phonics Screening at the end of Year 1.	Pupils eligible for Pupil Premium moving into Year 2 make rapid progress so that all pupils achieve in the Phonics Screening assessment in June 2018.
B	PP pupils in Year 2 make less progress in all areas than non-pupil premium.	Higher rates of progress across school for pupils eligible for PP.
C	Emotional resilience of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.	Improve emotional resilience for pupils eligible for PP
D	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.	Behavioural issues and ability to 'get along' with others addressed.
E	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.	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.
F	PP Pupils make less progress in Reading when compared to others.	Increased rates of progress for PP pupils in reading in KS2



G	Increased progress in Maths for disadvantaged pupils	All pupils to have access to Mathematics either at home or additional times in school.
H	Pupils eligible for Pupil premium enter school significantly below age related expectation in Reading, writing and maths.	To diminish the difference between PP pupils and non-PP pupils in all areas.
9. External Barriers to Future Attainment (issues which also require action outside school, e.g. low attendance rates)		
In-school barriers		Desired Outcomes
I	Low attendance rates for some PP children	Increased attendance rates.
J	Social deprivation	Provide after school clubs which target PP pupils to enrich wider opportunities.
K	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.



10. Pupil Premium Planned Expenditure

	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)
A	Improved outcomes for Pupil Premium pupils in their Year 2 Phonics screening resits.	10 minutes daily phonic intervention	Pupil Premium pupils made less progress than 'Pupil Premium' pupils and 'Other' pupils nationally at the end of Year 1 in 2017	£14.79 x 38 Cost: £562	50% of Pupil Premium pupils entered Year 2 not achieving in their Phonics screening.	Autumn - Y2 phonic results show scores have significantly increased (10 marks +) since September. Confidence in segmenting and blending is evident in reading.
A	Improve outcomes for Pupil Premium pupils in Year 1 Phonics Screening Test	10 minute daily phonic intervention	Pupil Premium pupils made less progress than 'Pupil Premium' pupils and 'Other' pupils nationally at the end of Year 1 in 2017	£14.79 x 38 Cost: £562	50% of Pupil Premium pupils entered Year 2 not achieving in their Phonics screening.	Autumn - Current data for PP children in Y1 demonstrates they will pass phonic screening test.
A	Improve outcomes for Pupil Premium pupils in Year 1 Phonics Screening Test	Target sessions for Lexia	Pupil Premium pupils made less progress than 'Pupil Premium' pupils and 'Other' pupils nationally at the end of Year 1 in 2017	Lexia Cost: £2000	50% of Pupil Premium pupils entered Year 2 not achieving in their Phonics screening.	Autumn - Target sessions for Lexia are timetabled. Pupils phonic score demonstrates they will pass the phonic screening test.



A	Improve outcomes for Pupil Premium pupils in Year 1 Phonics Screening Test	Additional TA support to reduce group size	Pupil Premium pupils made less progress than 'Pupil Premium' pupils and 'Other' pupils nationally at the end of Year 1 in 2017	TA (x2) 30 mins daily per week x38 Cost: £675	50% of Pupil Premium pupils entered Year 2 not achieving in their Phonics screening.	Autumn - Children are supported in small groups with a TA in English & Maths. Phonic reading score and Salford Reading test scores both demonstrate accelerated progress.
B	PP pupils in Year 2 make less progress in all areas than non-pupil premium.	In class targeted support for Y2 pupils in English & Maths	Pupil Premium pupils made less progress than 'Pupil Premium' pupils and 'Other' pupils in school.	£53.25 x 38 Cost: £2,023	25% of Pupil premium pupils entered Y2 at ARE in Reading, Writing & Maths	Autumn - Target support for pupils. Progress in books is evident. Phonic reading scores for those who did not pass in Y1, now demonstrate a pass. Reading ages have improved. A new phonic reading scheme has been purchased to improve fluency and comprehension reading skills. This will begin to be used in January. Pupils are making progress in Maths, this will be further supported by an additional teacher, planning and delivering to a small group of Y2 children in the Spring term.
B	50% of Pupil Premium pupils entered Year 2 not achieving in their Phonics screening.	Additional TA support in Y2 for English & Maths	Pupil Premium pupils made less progress than 'Pupil Premium' pupils and 'Other' pupils in school.	£53.25 x 38 Cost: £2023.50		Autumn - Target support for pupils. Progress in books is evident. Phonic reading scores for those who did not pass in Y1, now demonstrate a pass. Letters & Sounds sessions challenge children and intervention and support has been timetabled.
B	PP pupils in Year 2 make less progress in all areas than non-pupil premium.	TAs to target Y1 & Y2 PP pupils for additional 10 minutes of reading daily	Pupil Premium pupils made less progress than 'Pupil Premium' pupils and 'Other' pupils nationally at the end of Year 1 in 2017	£14.79 x 38 = £562 per pupil x7 pupils = Cost: £3,934	75% of PP pupils Reading Age is below age related.	Autumn - Reading champions have supported Reading alongside 10 minute daily reading with a member of staff. In $\frac{2}{3}$ of children, the reading age has improved by 1 year, with the other child making good progress.



C	Emotional resilience of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.	Staff CPD on Restorative Practice, use of Emotional Language. In class teacher support from Emotional Wellbeing Team	Pupil questionnaire on feelings demonstrates that pupils have low self-esteem and resilience. EEF Toolkit suggests social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment.	INSET day and staff meeting time to deliver training. £2800 Target support in Y5 to target Emotional Literacy 1 hour per week/ 6 weeks £198	Pupil questionnaire. Incidents logged at the start of the project.	Autumn - Pupil questionnaire reveals differing proportions of children who feel that there has been an impact on their emotional resilience. Staff feel the restorative approach is making a difference and that pupils are better able to articulate their emotions and think through how matters could be resolved. The year group who have been supported over Autumn 2 by having a member of the emotional well-being team in school for 1 hour per week reported one of the lowest scores.
D	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.	Additional TAs on yard at lunchtime	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	Staffing - £6900 Play equipment and storage - £1500	Staff to organise play activities. Play resources	Autumn - The number of incidents being reported at lunchtime are decreasing. Children are better equipped to deal with situations and talk them through without adult intervention. Staff report spending less time on lunchtime issues during the start of the afternoon session. Additional playground resources are yet to be purchased as staff wanted to give the children the opportunity to reflect on the resources and equipment they would like.



E	<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>Opportunities and encouragement to participate in after-school activities.</p> <p>TA to be used ½ day weekly to support Emotional Wellbeing</p> <p>Interventions to take place during an afternoon</p>	<p>EEF toolkit suggests that the impact of arts participation on academic learning appears to be positive but low. On average greater effects have been identified on younger learners.</p>	<p>£25 x 38</p> <p>Cost: £950</p> <p>£35.50 x 38</p> <p>Cost: £1349</p> <p>£177 x 38</p> <p>Cost: £6745</p>	<p>After school activity provided by Forest School Teacher to target and encourage PP pupils to participate.</p>	<p>Autumn - The uptake by PP children for after school clubs remained low. Homework club is popular amongst PP children. A focus PP after school group will take place in the Spring term to encourage PP children to develop their resilience and self-esteem.</p> <p>Autumn - Emotional well-being sessions proved very popular and beneficial to children. Opportunities to share worries, concerns and to be given praise and raise self esteem were valued and appreciated by pupils. Interventions continue to support pupils and help with social and emotional issues.</p>
F	<p>Increased rates of progress for disadvantaged pupils in reading in KS2</p>	<p>Weekly quality 1:1 support with reading comprehension for pupils not on track.</p>	<p>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.</p>	<p>£2000</p>	<p>Reading Ages show that pupils are behind peers.</p>	<p>Autumn - Additional reading intervention has seen pupil progress increase by more than 3 months during the Autumn term for most pupils. Reading Ages demonstrate progress and that they are catching up</p>



G	Increased progress in Maths for disadvantaged pupils	PP Pupils to access Mathletics for 10 minutes 3 times per week.	PP Pupils do not access Mathletics at home. As a school we need to raise the profile of Mathletics certificates.	£2500 - Mathletics 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.	Autumn - Timetables organised to ensure children can access Mathletics in school - to include pupils who do not have Internet access at home.
G	Increased progress in Maths for disadvantaged pupils	Weekly group tuition in maths for groups of PP identified by the school as not on track to achieve their end of year target.	EEF toolkit suggests that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	Teachers x3 1 hour weekly Cost: £2023	School data.	Autumn - Interventions to target pupils have taken place during Autumn term. Data has been collected and trackers show that some progress has been made. To evaluate the impact further an arithmetic score has been collated for each child and this will be used as a comparator for the Spring term data to further evidence impact.
H	Increased progress in reading for disadvantaged pupils in FS.	PP pupils to access individual phonic sessions	PP Pupils access 5 minutes daily one to one PP Pupils to access an additional 5 minutes of reading daily one to one	£100 x 38 Cost: £3800	Baseline assessment data. Letters & Sounds data Number of sight words recognised.	Autumn - Pupil data shows that progress has been made with most pupils making progress during the term to to the next assessment band.



H	Increased progress in Maths for disadvantaged pupils in FS.	Target TA intervention on Maths concepts.	PP pupils have 20 minutes x2 weekly with TA. Purchase of Ten Town Purchase of Numicon and tens frames to support understanding	£53.25 x 38 £2023.50 £110 £100	Baseline Data	Autumn - Pupil data shows that progress has been made with most pupils making progress during the term to to the next assessment band.
H	Increased progress in writing for disadvantaged pupils in FS.	Target TA writing intervention	Twice weekly 20 minutes writing practise	£53.25 x 38 £2023.50	Baseline data	Autumn - Pupil data shows that progress has been made with most pupils making progress during the term to to the next assessment band.
I	Increased attendance rates.	Monthly meetings between office & Headteacher to discuss attendance. Review of attendance policy and use of DCC Attendance Toolkit	We can't improve attainment if children are not actually in school.	£800	Attendance figures. Printing costs Envelopes Office hours	Autumn - PP attendance has improved by 66% on last year. Overall attendance for the Autumn term was 97% which is above the government floor target of 96%. Persistent absenteeism (attendance below 90%) in 2016-2017 13.8% December 2017 - 23% (This figure will adjust as the year progresses)



J	Less engagement in home reading by adults and opportunities to support and value reading.	Involvement of parent readers to promote reading.	PP pupils are less likely to be heard to read at home than non PP pupils.	Training of parent helpers £200	School tracking	Autumn - Parent helpers have been requested and are undergoing DBS checks. We currently have 3 parent readers in school. Purchase of new books in KS1 - Floppy phonics and purchase of new 'free choice' books (titles requested by children) are hoped to engage pupils and promote a love of reading.
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11. Budget Summary		
Desired Outcome		Cost
A	Pupils eligible for Pupil Premium moving into Year 2 make rapid progress so that all pupils achieve in the Phonics Screening assessment in June 2018.	£3798
B	PP pupils in Year 2 make less progress in all areas than non-pupil premium.	£5958
C	Emotional resilience of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.	£2989
D	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.	£8400
E	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.	£9045
F	PP Pupils make less progress in Reading when compared to others.	£2000



G	Increased progress in Maths for disadvantaged pupils	£4523
H	Pupils eligible for Pupil premium enter school significantly below age related expectation in Reading, writing and maths.	£2233
I	Low attendance rates	£800
K	Less engagement in home reading by adults and opportunities to support and value reading.	£200
Total Budget Spent		£39946

Additional Funding Supporting Provision	



Governance			
Monitoring The Effectiveness & Impact of Pupil Premium Performance			
Pupil Premium Governor: Mrs L Flannery			
Pupil Premium Committee Meeting	Autumn:	Spring:	Summer:
Autumn Summary			
Spring Summary			



Summer Summary

Review Date

July 2018.