



Red Rose Primary School

Pupil Premium Strategy Statement 2019 – 2020

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
32	Per Pupil £1,320 9 (£11,880)	Per Pupil £1,320 13 (£17,160)	Per Pupil £2,300* 8 (£16,600)	Per Pupil £300 2 (£600)

*Previously Looked After Children receive £2,300

Looked After Children receive £1700 with £600 being retained centrally by the Local Authority.

3. Pupil Premium Summary Information

Total Number of Pupils (Inc. FTE)	285	Number of Pupils Eligible	32
Total Pupil Premium Budget	£46,240	% of Pupils Eligible	11.2%



4. 2018-2019 - Disadvantaged Pupil Outcomes

EYFS pupils 44 pupils (3 FSM)

	PP Pupils %		
	SCH FSM	NA Other 2019	SCH DIF
Good Level of Development	0	75%	-75%

KS1 pupils - Year 2 (2 disadvantaged)

	EXPECTED STANDARD					GREATER DEPTH			
	PP Pupils %					PP Pupils %			
	SCH Dis	NA Other	SCH DIF	NA diff 2019		SCH Dis	NA Other	SCH DIF	NA diff 2019
Reading	100%	78%	+22%	-16%	Reading	0%	28%	-28%	-14%
Writing	100%	55%	+45%	-18%	Writing	50%	17%	+33%	-10%
Maths	100%	63%	+37%	-16%	Maths	0%	24%	-24%	-12%

KS2 pupils - Year 6 (2 disadvantaged)

	EXPECTED STANDARD					GREATER DEPTH			
	PP Pupils %					PP Pupils %			
	SCH Dis	NA Other	SCH DIF	NA diff 2019		SCH Dis	NA Other	SCH DIF	SCH
Reading	0%	78%	-78%	-16%	Reading	0%	31%	-31%	-14%
Writing	0%	83%	-83%	-15%	Writing	0%	24%	-24%	-13%
Maths	50%	83%	-33%	-15%	Maths	0%	31%	-31%	-15%



GPS	0%	83%	-83%	-15%	GPS	0%	40%	-40%	-15%
RWM	0%	70%	-70%	-20%	RWM	0%	12%	-12%	-11%

5. 2018 KS1 - KS2 VA Progress

Average VA	School Disadvantaged	National Other 2019	Difference	Nat gap 2019
Reading		0.3		-0.9
Writing		0.3		-0.8
Maths		0.3		-1.0

6. Internal Barriers to Future Attainment

In-school barriers		Desired Outcomes
A	PP pupils make less progress in Reading than non PP pupils.	Overall higher rates of progress across school for pupils eligible for PP.
B	PP pupils make less progress in Writing compared to other pupils.	To diminish the difference between pupil premium and non-pupil premium pupils.
C	PP pupils make less progress in Maths compared to other pupils.	To diminish the difference between pupil premium and non-pupil premium pupils.
D	Some PP pupils lack resilience and struggle to remain focused when in a large class. They often lack self esteem and often see themselves as less able than their peers.	Improved self esteem, focus and resilience.



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

In-school barriers		Desired Outcomes
E	Low attendance rates for some PP children	Increased attendance rates.
F	Social deprivation.	Provide free extra curricular activities which target disadvantaged pupils to enrich wider opportunities.

8. Pupil Premium Planned Expenditure

	Desired Outcomes & Evidence source	Action	Evidence Source	Expenditure	Baseline	Impact (Autumn, Spring, Summer)
A	<p>Increased attainment for reading for disadvantaged pupils.</p> <p><i>Pupil Premium pupils made less progress than 'Pupil Premium' pupils and 'other' pupils in school.</i></p>	Targeted use of Lexia for pupils who are not on track or are working below ARE	Lexia individualised tracker	<p>£1500 (60 pupils for Lexia)</p> <p>TA support £3800 (0.5hrs per class/wk)</p>	Complete Baseline - weekly monitoring of progress with weekly TA intervention where needed.	<p>Autumn: <i>Additional reading intervention which is providing explicit, systematic, personalised learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual instruction. This program is bespoke to the PP child's needs. T.A then analyses the online data and delivers lessons specific to the child's area of difficulty. This is showing a positive picture when analysing end of Autumn data.</i></p>



						<p>Spring: <i>Staff training provided in Spring term to show how to track Lexia data and target specific gaps. Staff now using Lexia printable resources which are bespoke to the children's individual needs, these are also sent home for children to work through with parents.</i> <i>Lexia data shows the children are making progress as they work through the programmes levels. headphones have also been purchased and the timetable adapted to allow opportunities for Lexia to occur daily.</i> Summer: <i>Unable to measure impact due to lockdown.</i></p>
A	<p>Increased rates of progress for disadvantaged pupils in reading in KS2</p>	<p>Purchase Accelerated Reader. All children to complete baseline assessment. Organisation of reading material into reading levels. Weekly monitoring of progress by staff, providing intervention where needed.</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>	<p>Accelerated Reader £2300 Purchase of additional reading material £3000</p>	<p>All children complete Accelerated Reader baseline, this will be monitored weekly with intervention where needed.</p>	<p>Autumn: <i>Star reader tests taken in September then repeated again in January show an increase in ZPD (Zone of proximal development) which means the children's reading age is developing. This shows an increase in fluency and in understanding of the texts being read. Weekly tracking of data details any children that are 'on watch' and allows staff to intervene quickly to enable 'accelerated' progress.</i> Spring: <i>Accelerated Reader data for January shows a positive impact-</i></p>



					<p>children have remained or increased their ZPD level. Due to COVID 19, children are now able to access and quiz at home - parents have been informed of the home link.</p> <p>Summer: Unable to measure impact due to lockdown.</p>	
A	Increased rates of progress for disadvantaged pupils in reading	One to one reading x3 weekly (where appropriate)	<i>Pupil Premium pupils made less progress than 'Pupil Premium' pupils and 'other' pupils in school.</i>	TA support £4720	Accelerated reader - baseline score (Y2 upwards) EYFS / Y1 - CEW / Phonic score	<p>Autumn: EYFS / KS1 Additional adult support through 1:1 reading and small group intervention in KS1 demonstrates progress in phoneme/grapheme recognition and Y1 phonics screening scores. Increased adult support in Year 2 is improving reading fluency & understanding.</p> <p>KS2 Additional adult support through 1:1 reading and small group reading demonstrates progress in recognising familiar words and developing pace. This is particularly evident in upper KS2 where 3x weekly reading is developing pace and fluency enabling children to access longer texts which will prepare them for the reading SAT.</p> <p>Spring: EYFS / KS1 - Additional support though 3x weekly 1:1 and small group intervention continues to demonstrate progress in fluency and children's confidence with</p>



						<p><i>phoneme/grapheme recognition as well as HFW. Additionally, children are supported through whole class reading lessons, which is exposing them to a range of texts.</i></p> <p>KS2 - <i>Additional support though 3x weekly 1:1 continues and demonstrates progress when triangulated with Lexia data. Alongside developing pace/fluency bespoke questioning is developing the children's inference and deduction skills preparing them for the 'Accelerated Reader' programme.</i></p> <p>Summer: <i>Unable to measure impact due to lockdown.</i></p>
A	<p>Increased rates of progress for disadvantaged pupils in reading.</p>	<p>Toe by Toe: 15 minutes 3 times per week</p> <p>Lexia - 10mins x3 weekly</p>		<p>Books £50</p> <p>Staffing £2000</p>	<p>Improved reading age.</p> <p>Increased fluency with Toe by Toe.</p> <p>Accelerated rate of progress.</p>	<p>Autumn: <i>The majority of pupils are continuing to make progress in line with their EYFS data. Additional reading support has been implemented and demonstrates an increase in progress</i></p> <p>KS2 <i>The majority of pupils are continuing to make progress in line with KS2 data. Additional reading support has been implemented and demonstrates an increase in progress.</i></p> <p>Spring: KS1 - <i>The majority of pupils are continuing to make progress in</i></p>



						<p>line with their EYFS data. Additional reading support has been implemented and demonstrates an increase in progress. More focused, regular use of Lexia has further supported children's learning.</p> <p>KS2</p> <p>The majority of pupils are continuing to make progress in line with KS2 data. Additional reading support has been implemented and demonstrates an increase in progress and an increase in time given for Lexia - 25 mins daily.</p> <p>Summer: Unable to measure impact due to lockdown.</p>
A	<p>Increased progress in reading for disadvantaged pupils in FS.</p>	<p>PP Pupils access 5 minutes of phonics daily 1:1</p> <p>PP Pupils to access an additional 5 minutes of reading daily one to one</p>		<p>Cost £1900</p>	<p>Baseline assessment data. Letters & Sounds data Number of sight words recognised.</p>	<p>Autumn:</p> <p>Clear evidence of intervention impact with all children making progress from on entry data with a significant number of disadvantaged children making accelerated progress in reading.</p> <p>Spring:</p> <p>Data continues to show a good level of progress as a result of 1:1 intervention. New phonetic reading books are carefully matched to taught sounds, allowing children to practise and revisit learning.</p> <p>Summer: Unable to measure impact due to lockdown.</p>



B	Increased attainment in writing for disadvantaged pupils.	Smaller class sizes for English. In class targeted support for pupils in English. <i>(also linked to reading)</i>	<i>EEF toolkit suggests that small group tuition is effective and, as a rule of thumb, the smaller the group the better</i>	TA support £9,500	Improved progress evident through book scrutiny, assessment data, pupil voice.	<p>Autumn: <i>Smaller class sizes are having a positive impact on the development of writing and grammar skills. The implementation of this is allowing teachers to plan to the needs of the individual children and recap gaps in the children's knowledge notably focusing on basic skills. Writing monitoring shows an increase in quantity of writing within books and that misconceptions and inaccuracies are being addressed.</i></p> <p>Spring: <i>Smaller class sizes continue to benefit alongside changes to MTP. Writing moderation showed an increase in grammar skills being taught and then these being applied into longer pieces of writing. Alongside this smaller groups allow for more focus on addressing basic skills misconceptions related to individual needs.</i></p> <p>Summer: <i>Unable to measure impact due to lockdown.</i></p>



C	Increased progress in Maths for disadvantaged pupils	PP Pupils to access Mathletics for 10 minutes 3 times per week.	<i>Research shows that Individual learning programmes can improved - EEF toolkit</i>	<p>£1500 - Mathletics</p> <p>Staff to monitor usage and rota</p>	<p>Staff to ensure PP pupils access Mathletics 30mins weekly.</p> <p>Teachers to set tasks for all pupils linked to teaching.</p> <p>Weekly monitoring by Maths Lead</p>	<p>Autumn: <i>KS1 have experienced difficulty providing in class time to access Mathletics due to technical difficulties. This has now been addressed. Overall PP access to Mathletics is disappointing. Dedicated timetables have been issued to address this for the spring term and staff have been provided with further training.</i></p> <p>Spring: <i>Data provided by Maths lead shows a positive impact with specific units being set for individual children. Staff training has also been provided. While children are learning remotely due to Covid 19 this is an invaluable tool to allow children to access from home and staff to access the online data to track progress.</i></p> <p>Summer: <i>Unable to measure impact due to lockdown.</i></p>
C	PP pupils make less progress in Maths compared to other pupils.	Daily in class targeted support for pupils in Maths.	<i>EEF toolkit suggests that small group tuition is effective and, as a rule of thumb, the smaller the group the better</i>	<p>Cost: £9500</p>	<p>Improved Maths scores and ability to work independently without the need for support.</p>	<p>Autumn: <i>End of term data is strong and suggests small group support is having a positive impact on pupils.</i></p> <p>Spring: <i>End of term data was not captured due to COVID-19 but staff reported that small group intervention was making an impact for all learners.</i></p>



						Summer: <i>Unable to measure impact due to lockdown.</i>
C	Increased progress in Maths for disadvantaged pupils in FS.	PP pupils have 20 minutes x2 weekly with TA. Purchase of Ten Town	<i>EEF toolkit suggests that small group tuition is effective and, as a rule of thumb, the smaller the group the better</i>	Staffing: £570 £110	Improved oral fluency with numbers to 20.	Autumn: <i>Clear evidence of intervention impact with all children making progress from on entry data and a significant number of disadvantaged children making accelerated progress in maths.</i> Spring: <i>Additional support through intervention and classroom aids for children to reference to are continuing to show that good levels of progress are being made.</i> Summer: <i>Unable to measure impact due to lockdown.</i>
D	Increased pupil resilience to enable pupils to engage positively with their learning even when faced with challenge or change.	All stakeholders to have training on 'Gem Powers' with Dr Tom Robson. Implementation of 'Behaviour Ladder's Dr Tom Robson to work with pupils in school.		Training & resources £1000	Gems used in class Class displays Pupil Voice Learning walks and lesson observation will demonstrate increasing resilience and positive engagement.	Autumn: <i>Children are developing strategies to cope with 'challenge' they are beginning to discuss what 'positive learning behaviours' look like. Notably, more children are being acknowledged for displaying resilience in 'Celebration Assembly' which shows it in having an impact within class.</i> Spring: <i>Behaviour ladder is successfully tackling 'low level' behaviour and has been adapted to award children who are continually demonstrating positive learning behaviours.</i>



						<p><i>'Gem powers' are more evidently used in some classes more than others, this is to be a focus on our return in Summer term to promote 'challenge' and develop 'resilience'.</i></p> <p>Summer: <i>Unable to measure impact due to lockdown.</i></p>
D	Increased pupil resilience to enable pupils to engage positively with their learning even when faced with challenge or change.	TA to be used ½ day weekly to support Emotional Wellbeing		Staffing £1520	Pupil Voice Learning walks and lesson observation will demonstrate increasing resilience and positive engagement.	<p>Autumn: <i>Intervention groups and individual sessions are running across the school where strategies are being shared with children - for example Zones of Development. Next steps are to ensure all staff including dinner/auxiliary staff are trained in EWEL and ASC to support additional needs within school.</i></p> <p>Spring: <i>ASC training was arranged for Spring term but postponed due to Covid 19. Emotional wellbeing group is proving invaluable and t.a is sharing videos through remote learning to ensure the children have the support needed.</i></p> <p>Summer: <i>Unable to measure impact due to lockdown.</i></p>
D	Increased pupil resilience to enable pupils to engage positively with their learning even when faced with challenge or change.	Implementation of new character education programme 'Commando Joe'.		Training & resources £1500	Pupil Voice Learning walks and lesson observation will demonstrate increasing resilience and positive engagement.	<p>Autumn: <i>Positive impact on behaviour management (i.e challenge/resilience) with children working alongside one another in team building activities. These strategies are now being embedded across other</i></p>



					<p>curriculum areas. The programme is opening the children to other possibilities in the way they face unknown situations by providing them with a challenge which they have to solve together.</p> <p>Spring: Commando Jo remote learning packages have been shared with staff and KS2 staff are setting tasks on Google classroom for children to complete at home.</p> <p>Summer: Unable to measure impact due to lockdown.</p>
E	<p>To continue to improve attendance rates.</p> <p><i>We can't improve attainment if children are not actually in school</i></p>	<p>Employment of an Attendance Officer to monitor absence and support families in ensuring their child maintains a good level of attendance.</p>		<p>Attendance Officer in role: £1100</p>	<p>Improved attendance figures.</p> <p>Autumn: Overall attendance is strong - where necessary the attendance officer has contacted parents to issue warning letters or to ask for medical evidence to be provided. 55% (18 pupils) have attendance above 96% and 15% (4 pupils) below 90%</p> <p>Spring: Attendance remains in line with government targets at 96% despite the effect of COVID-19. There are no significant differences between pupil groups. PA is strong for PP pupils - 3%</p> <p>Summer: Unable to measure impact due to lockdown.</p>



F	Increased participation in extracurricular activities to widen opportunities	<p>Increased range of after school clubs.</p> <p>No charge to participate for disadvantaged pupils.</p> <p>Active encouragement by staff to participate in at least 1 after school club.</p>	<p><i>Research shows that pupils who have not participated in an after school club by the age of 9yrs are very unlikely to ever participate.</i></p>	<p>Cost £800</p>	<p>Improved attendance of PP children at after school clubs.</p>	<p>Autumn: <i>There continues to be a strong uptake by PP children (72%) accessing after school clubs.</i></p> <p>Spring: <i>There continues to be a strong uptake by PP children (78%) accessing after school clubs.</i></p> <p>Summer: <i>Unable to measure impact due to lockdown.</i></p>
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9. Budget Summary

Desired Outcome		Cost
A	Increased attainment in reading for disadvantaged pupils	£19,270
B	Increased attainment in writing for disadvantaged pupils	£9,500
C	Increased attainment in maths for disadvantaged pupils	£11,680
D	Increased pupil resilience to enable pupils to engage positively with their learning even when faced with challenge or change.	£4,020
E	Low attendance rates for some PP children	£1,100
F	Social deprivation	£800



Total Budget Spent	£46,370
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Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Governor: Mr M McCarrick

Pupil Premium Committee Meeting

Autumn:

Spring:

Summer:

Autumn Summary

Actions taken with governors were discussed and points raised. The following actions were discussed

Spring Summary

Summer Summary

Review Date

Termly:
December 2019



April 2020
September 2020.